DOCUMENT RESUME

ED 258 514 HE 018 472

TITLE An Assessment of the Foreign Language Discipline in Virginia's State-Supported Institutions of Higher Education. A Report to the Council of Higher Education and Virginia's State Supported Institutions of Higher Education by the Task Force on Foreign Languages.

INSTITUTION Virginia State Council of Higher Education, Richmond.

PUB DATE May 85

NOTE 258p.

PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC11 Plus Postage.

DESCRIPTORS College Admission; *College Curriculum; College Faculty; *College Second Language Programs; Degrees (Academic); *Enrollment Trends; Graduation Requirements; Higher Education; Institutional Characteristics; *Second Language Instruction; State Aid; State Colleges; State Surveys; *Statewide Planning; Two Year Colleges

IDENTIFIERS *Public Colleges; *Virginia

ABSTRACT

An evaluation report on foreign language activities in the 39 state-supported institutions in Virginia is presented. After an overview of the state of the foreign language discipline, extensive information is provided for the state's two- and four-year institutions on foreign language offerings, enrollments, degrees, class size, state aid, faculty, and other aspects of instruction, as of fall 1983. Major issues relating to foreign language education in the state colleges are also identified, and ways to address these issues are recommended. The recommendations cover areas such as: articulation, classical studies, curriculum, exchange programs, facilities, faculty, teaching assistants, foreign language requirements, study abroad, and teacher training. The first appendix is an evaluation of the foreign language activities in all 39 public institutions, for each of which information is given on admission/graduation requirements, enrollments, curriculum, faculty, institutional support, and interinstitutional and innovative activities. Additional appendices include: a summary of four regional hearings conducted by the Task Force on Foreign Languages, a description of foreign language developments at each institution since fall 1983; and a brief summary of action taken by the State Council of Higher Education on Task Force recommendations. (SW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED258514

AN ASSESSMENT OF THE FOREIGN LANGUAGE DISCIPLINE IN VIRGINIA'S STATE-SUPPORTED INSTITUTIONS OF HIGHER EDUCATION

A Report to the Council of Higher Education and Virginia's State-Supported Institutions of Higher Education

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Commonwealth of VA.
Council of H. E.

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

by The Task Force on Foreign Languages
May 1985

HE018472

EXECUTIVE SUMMARY

AN ASSESSMENT OF THE FOREIGN LANGUAGE DISCIPLINE IN VIRGINIA'S STATE-SUPPORTED INSTITUTIONS OF HIGHER EDUCATION

The knowledge and use of foreign languages touches all aspects of modern society. While central to the liberal education and supporting a variety of intellectual and recreational activities, foreign language education also has broad career applications. The need for more and expanded foreign language education has been recognized increasingly during the past decade, and foreign language enrollments nationally are increasing steadily at both the secondary and collegiate levels. Because the foreign language activities in Virginia's public institutions of higher education are diverse in scope and curricular emphasis, their ability to contribute to liberal education and to prepare students for the global village of the twenty-first century varies greatly.

The assurance of quality and the determination of continued need for academic programs through periodic assessment is of paramount importance to the vitality of the educational endeavor. The institutions of higher education, as the primary guarantors of the quality of their academic programs, and the Council of Higher Education, as the State agency charged with coordinating an effective and efficient system of higher education, have undertaken an eighteen-month assessment of activities in the

foreign language discipline. This evaluation was conducted by a task force, composed of academics and representatives of businesses and governmental agencies having international interests, and was supported by institutional contributions of self-study evaluations of their programs and other pertinent data and opinion.

Based on its review of the institutional self-studies of activities in the foreign language discipline as of Fall 1983, the Task Force found that

- Despite renewed emphasis on foreign language instruction in Virginia's secondary schools, few public institutions of higher education in the Commonwealth require prior study of a foreign language as a condition for admission.
- Foreign language requirements for graduation at the baccalaureate level vary greatly in the senior institutions, and some two-year institutions do not include any foreign language courses in their college-transfer degree curricula.
- Curricula of the foreign language degree programs generally provide a balance of language, literature, and civilization courses, although each of the programs could be improved in specific ways.
- Foreign language faculty generally are productive and their international and multi-cultural perspective can strengthen the interdisciplinary, liberal arts curricula of the institutions.
- Energetic leadership is required to develop fully the capacity of the senior institutions to respond to the need for foreign language teachers in Virginia's secondary schools.

To strengthen the foreign language activities in Virginia's state-supported institutions of higher education, the major recommendations of the Task Force are that

- Each senior public institution, as soon as possible and by no later than Fall 1988, require that all matriculating students have completed at the secondary

level either two years of each of two foreign languages or (preferably) three years of one foreign language.

- The equivalent of two years of study of a foreign language be required in all baccalaureate programs leading to the Bachelor of Arts or Bachelor of Science degree and in all two-year college-transfer degree programs.

- A multi-cultural and international perspective be incorporated not only in the lower-level foreign language curriculum but also in all curricula in Virginia's public institutions.

- Planning begin for the establishment of a center which offers a program incorporating both language instruction at the graduate level and one year of study abroad to prepare secondary school teachers of foreign language.

- One or more Center(s) of Excellence in Foreign Language Instruction be established to support the continued improvement and vitality of the foreign languages discipline in the Commonwealth.

The Task Force believes that the foreign language activities in Virginia's institutions of higher education form a broad foundation upon which a systemwide activity of high quality can and should emerge. Although many programmatic aspects need to be improved, many others are sound and have achieved a high level of quality. To act on the Task Force's recommendations will require careful planning, and, at some institutions, the reaffirmation of the importance of the discipline. This effort must begin immediately, however, if Virginia's institutions of higher education are to prepare their graduates both to function effectively as liberally educated citizens of a free society and to work in an international environment.

AN ASSESSMENT OF THE FOREIGN LANGUAGE DISCIPLINE IN VIRGINIA'S STATE-SUPPORTED INSTITUTIONS OF HIGHER EDUCATION

A Report to the Council of Higher Education and
Virginia's State-Supported Institutions of Higher Education

by

The Task Force on Foreign Languages

May 1985

Members of the Task Force on Foreign Languages

Dr. Douglas W. Alden
Professor of French Emeritus
University of Virginia

Mrs. Jane N. Cox
Supervisor of Foreign Languages
Henrico County Public Schools

Dr. Herman K. Doswald
Associate Dean, College of Arts and Sciences
Virginia Tech

Dr. James J. Fletcher
Assistant Vice President for Academic Affairs and
Dean of Undergraduate Studies
George Mason University

Mr. William S. Gray
Group Counsel, Industrial Electronics Business Group
General Electric Company

Dr. Jack Kolbert (Co-Chair)
Chairman, Division of the Humanities and Social Sciences
Piedmont Virginia Community College

Dr. Robert Lisle
Professor of Classics
James Madison University

Dr. John E. Molnar (Co-Chair)
Institutional Approval and Library Planning Coordinator
Council of Higher Education

Dr. Geoffrey C. Orth
Assistant Professor of German
Longwood College

Dr. Linda C. Reilly
Associate Provost and Associate Professor of Classical Studies
College of William and Mary

Mr. John B. Ratliff, III
Associate Dean, School of Language Studies
Foreign Service Institute, U. S. Department of State

Mr. George E. Thomas
Executive Vice President (Retired)
A. H. Robins Company

Dr. Paul L. Thompson
Chairman, Department of Languages and Literatures
Virginia State University

Dr. Helen Warriner-Burke
Associate Director of Foreign Languages
Virginia Department of Education

TABLE OF CONTENTS

Preface	. . . . .	viii
Chapter 1.	Introduction	1
Chapter 2.	Foreign Language Activities in Senior Public Institutions	11
Chapter 3.	Foreign Language Activities in Two-Year Public Institutions . .	52
Chapter 4.	Issues and Recommendations Relating to Foreign Language Activities	74
Chapter 5.	Summary	110
Appendix I.	Assessment of Foreign Language Activities in Each Public Institution	116
Appendix II.	ACTFL/ETS Provisional Speaking Descriptions Scale	218
Appendix III.	Summary of Major Issues Discussed At Four Regional Hearings Conducted By the Task Force on Foreign Languages	221
Appendix IV.	Developments in the Foreign Language Activities in Virginia's Public Institutions Since Fall 1983	227

LIST OF TABLES

1. Public School Secondary School Teachers Engaged in Teaching the Four Most Commonly Taught Foreign Languages, 1976-1977 Through 1984-1985.. 8

2. Foreign Language Programs in Virginia Senior Public Institutions, Fall 1983..... 12

3. Languages Taught at Senior Public Institutions, 1982-1983 and 1983-1984 Regular Sessions..... 15

4. Foreign Language Requirements for Admission and Graduation at the Baccalaureate Level in Senior Public Institutions..... 17

5. Comparison of Foreign Language With Other Discipline Credit Hours by Level in Senior Public Institutions, 1978-1979 and 1982-1983..... 19

6. Foreign Language Course Headcount Enrollments in Senior Public Institutions, Fall 1983..... 22

7. Headcount Number of Foreign Language Majors by Degree Program in Senior Public Institutions, Fall 1983..... 23

8. Foreign Language Degrees Conferred by Senior Public Institutions, 1982-1983..... 25

9. Degrees Awarded in Foreign Language Programs of Senior Public Institutions, 1982-1983..... 26

10. Catalogue-Listed Upper and Graduate Level Courses in Major Languages Taught in Senior Public Institutions, 1982-1983 Regular Session..... 27

11. Undergraduate Foreign Language Courses Taught in Senior Public Institutions by Language and Type of Course, 1982-1983 Regular Session..... 29

12. Graduate Foreign Language Courses Taught in Senior Public Institutions by Language and Type of Course, 1982-1983 Regular Session..... 32

13. Senior Public Institution Average Class Size by Foreign Language and Course Level, Fall 1983..... 34

14. Faculty Teaching Foreign Languages in Senior Public Institutions, Fall 1983..... 38

15. Foreign Language Courses Taught by Graduate Teaching Assistants at the University of Virginia, 1982-1983 Regular Session and Fall 1983..... 39

16. Profile of Full-Time Foreign Language Faculty in Senior Public Institutions, Fall 1983..... 41

17. Total Workload of Foreign Language Faculty in Senior Public Institutions, Fall 1983..... 42

18. Foreign Language Expenditures by Senior Public Institutions, 1982-1983.. 44

19. Academic Yearly Salary Averages by Rank for Foreign Language Faculty in Senior Public Institutions, 1982-1983 Regular Session..... 45

20. Comparison of Virginia, Regional, and National Rank Salary Averages for Full-Time Foreign Language Faculty in Senior Public Institutions, 1983-1984..... 47

21. Number and Rank of 1982-1983 Foreign Language Student Credit Hours, Total Expenditures, and Expenditure Per Student Credit Hour in Senior Public Institutions..... 49

22. Language Courses Offered by Two-Year Public Institutions, 1982-1983 Regular Session and Fall 1983..... 53

23. Comparison of Foreign Language With Other Discipline Lower Level Credit Hours in Two-Year Public Institutions, 1978-1979 and 1982-1983..... 55

24. Foreign Language Course Headcount Enrollments in Two-Year Public Institutions, Fall 1982 and Fall 1983..... 58

25. Two-Year Public Institution Average Class Size By Foreign Language and Course Level, Fall 1983..... 59

26. Faculty Teaching Foreign Languages in Two-Year Public Institutions, Fall 1983..... 62

27. Profile of Foreign Language Faculty in Two-Year Public Institutions, Fall 1983..... 64

28. Total Workload of Foreign Language Faculty In Two-Year Public Institutions, Fall 1983..... 65

29. Foreign Language Expenditures by Two-Year Public Institutions, 1982-1983..... 67

30. Academic Yearly Salary Averages By Rank For Foreign Language Faculty in Two-Year Public Institutions, 1992-1983 Regular Session..... 68

31. Comparison of Foreign Language and Other Discipline Full-Time Faculty Rank Salary Averages In the Virginia Community College System, 1983-1984..... 69

32. Number and Rank of 1982-1983 Foreign Language Student Credit Hours, Total Expenditures, and Expenditure Per Student Credit Hour In Two-Year Public Institutions..... 71

INDEX TO GENERAL RECOMMENDATIONS OF THE TASK FORCE ON FOREIGN LANGUAGES

Articulation
- Communication Between and Among All Levels of Language Education..... 105
- Linkages Between Secondary Schools and Institutions..... 80

Centers Established
- For Preparation of Secondary School Teachers.....91, 93
- For Excellence in Foreign Language Instruction..... 106

Classical Studies
- Courses Offered..... 87
- Programs Offered..... 87

Council of Higher Education
- Assist Institutions to Develop Communications With Secondary Schools.... 104
- Assist Institutions to Develop Financial Aid for Study Abroad..... 95
- Assist Institutions to Develop Reduced Tuition for Foreign Students..... 96
- Consider Effect of Study Abroad on Program Enrollments..... 95
- Coordination of Discipline..... 109
- Productivity Reviews of Foreign Language Programs..... 109

Curriculum
- Accellerated Language Courses..... 82
- Baccalaureate Foreign Language Program Requirements..... 84
- Class Size Limited in Courses Teaching Oral/Aural Skills..... 91
- Classical Studies Offered..... 87
- Computer-Assisted Instruction..... 93
- Contact Hours in Introductory-Level Courses..... 82
- External Evaluation..... 108
- Independent Study Courses..... 92
- Interdisciplinary Programs..... 90
- International Perspective in Language Curriculum..... 83
- International Perspective in Institutional Curriculum..... 83
- Less-Commonly Taught Languages Offered..... 88
- Service Courses for General Community..... 83
- Upper-Level Courses Taught in Target Language..... 85

Exchange Programs
- Established..... 95
- Reduced Tuition and Fees..... 96

Facilities
- Language Laboratory..... 93
- Language Classrooms..... 93
- Language Tables and Houses..... 94

Faculty
- Adjuncts Selection, Supervision, and Evaluation..... 99
- Adjuncts Teach Less-Commonly Taught Languages..... 88
- Adjuncts Use Limited..... 99
- Language Methodologists..... 101
- Qualifications..... 97

Faculty (Continued)
Recruitment Requires Competitive Salary Scale..... 103
Reimbursed for Attending Professional Conferences..... 105
Released Time for Research and Foreign Travel..... 104
Salary Averages Equal Institutional Averages..... 103
Supervise Graduate Teaching Assistants.....100, 102
Teaching Effectiveness a Qualification for Tenure..... 97
Trained in Administering ACTFT/ETS Proficiency Test..... 79
Workload Monitored by Institutions..... 102

Graduate Teaching Assistants (GTA's)
Financial Aid Provided..... 101
Qualifications..... 100
Supervised by Faculty..... 100

Institutions Monitor Support for Interdisciplinary Programs..... 90

Language Methodologists
In Each Department..... 101
Supervise Graduate Teaching Assistants..... 102

Less-Commonly Taught Languages
Offered..... 88
Taught by Adjuncts..... 88

Required Foreign Language Study
For Admission to College..... 75
For Graduation from College..... 77
In Curriculum of Baccalaureate Foreign Language Programs..... 84
Publicized by Institutions..... 80

Student Recruitment Program to Attract Best-Prepared Students..... 79

Study Abroad Programs
Consortium Established..... 95
Effect on Institutional Enrollments..... 95
Financial Aid..... 95

Teacher-Training Programs
Center for Excellence in Foreign Language Instruction..... 106
Center for Preparation of Secondary School Language Teachers..... 91
Graduate Institutions Take Lead in Improving Instruction..... 86
Need Considered During Council's Productivity Reviews..... 109

Tests
To Determine Credit for Secondary School Language Study..... 79
To Determine Student Language Competency for Course Placement..... 78

Virginia Community College System
Central Coordination of Foreign Language Discipline..... 107
Plan for Revitalization of Foreign Language Education..... 107

Specific recommendations to individual institutions are found in Appendix I.

PREFACE

The Council of Higher Education, in fulfilling its responsibility to coordinate an effective and efficient system of higher education in Virginia, reviews academic programs in the state-supported institutions of higher education to ensure that they are productive and economical. Concurrently, the Commonwealth Program Budgeting System charges all state agencies, including higher education institutions, with responsibility for evaluating their activities to ensure that State funds are producing promised results.

In extending its productivity reviews to include an assessment of the quality of, and need for, selected academic disciplines or functions, the Council recognizes that Virginia's institutions are the primary guarantors of the quality of their activities. Nevertheless, quality assurance has always been a shared responsibility. The Council (among other central State agencies) makes qualitative judgments in the review of the institutions' curricular plans and operating budgets. In initiating a shared process for quality assessment, the Council has built upon existing evaluation practices. The individual institutions will continue to have primary responsibility for program accreditation and for campus-level program review and evaluation. The Council will focus on broad-scale program or function evaluations within a system-wide context.

A Task Force on Foreign Languages was appointed by the Council of Higher Education, acting in consultation with its Instructional Programs Advisory Committee. This Task Force was composed of faculty and administrators in the foreign language and other disciplines and representatives of interested business and organizations in both the public and private sectors. The Task Force was co-chaired by a Task Force member appointed by the Council and by a non-voting member of the Council staff.

The Task Force on Foreign Languages was charged with reviewing all significant instructional efforts in the foreign language discipline, whether housed in specific degree programs or offered as part of the general education core curriculum. All foreign languages, whether classical or modern, were included in the review.

The assessment was based in large measure upon information provided by the institutions in self-studies that followed guidelines developed by the Task Force. During its review of the self-studies, the Task Force sought additional data by which to clarify or expand that contained in the self-studies. The institutions reviewed a draft version of the report and provided numerous comments and suggestions. The Task Force found the institutions' comments must helpful and incorporated many of them into the final version. The institutional responses to the draft report are on file in the offices of the Council of Higher Education and are available on request.

Chapter 1 presents a brief overview of the current status of the foreign language discipline and discusses its current and future importance to the Commonwealth. Chapters 2 and 3 describe the system-wide offerings in foreign languages, as of Fall 1983, in Virginia's state-supported four-year and two-year institutions, respectively. Chapter 4 presents the major issues relating to foreign language education in Virginia's system of public higher education and the Task Force's recommendations concerning how best to address these issues. Chapter 5 presents a summary of the Task Force's conclusions and recommendations. Appendices contain additional information.

The Task Force received much assistance during its activities. It conducted four regional meetings, at which representatives of thirty-one institutions of higher education and public school divisions shared their concerns about the current status and future vitality of the foreign language

disciplines. Other written statements were received from professional organizations and Virginia businesses that have international markets or contacts. The Task Force is most grateful for these comments, which are summarized in Appendix III.

The Task Force is grateful for the assistance of two national leaders in foreign language education. Mr. C. Edward Scebold, Executive Director of the American Council on the Teaching of Foreign Languages, and Dr. Richard I. Brod, Director of Foreign Language Programs of the Modern Language Association of America, met with the Task Force and offered valuable advice and guidance.

This assessment of the foreign language discipline could not have been undertaken or completed without the much appreciated cooperation of Virginia's institutions of higher education. The support of the institutions' chief academic officers and the unstinting efforts of the institutional self-study committees have been crucial to the success of this activity. The assistance received by the Task Force from the institutions demonstrates a commitment to both the concept of peer-group evaluation and the quest for quality in higher education.

The Task Force is well aware of the limitations of this assessment. The study addressed only the foreign language activities in the state-supported institutions. Moreover, the Task Force recognizes that the conditions portrayed by the institutional descriptions and accompanying data tables, while accurate as of Fall 1983, may have changed somewhat since that time. Nevertheless, the Task Force believes that its findings support its conclusions and recommendations.

CHAPTER 1

INTRODUCTION

The central core of undergraduate education always has been the liberal arts --those studies concerned less with specialized knowledge than with the development of mental competencies, informed judgment, aesthetic awareness and human values. The liberal arts provide the larger framework of ideas that give relevance and meaning to knowledge. The study of foreign languages is a vital component of liberal education because it nurtures an appreciation of diverse cultures and enhances the communication of ideas. Moreover, the study of foreign literatures in the native languages has been for generations a vital component in the understanding and acceptance of different customs and cultures. In a world reduced to a global village by instantaneous communications and jet travel, this understanding is more necessary than ever before.

Skill in the effective use of language has been a central component of liberal education since its inception in classical antiquity. Even today, in a time of heavy reliance on visual images for mass communication, a mastery of the techniques of verbal communication is a prerequisite for a successful career. Time and again students have testified to the greater facility in their use of English that results from study of a foreign language.[1] Many students are oblivious to the versatile mechanisms of expression in their native language until they are able to examine it in comparison with a different linguistic system. All language study, including of course the study of foreign languages, contributes significantly to the development of verbal skills and mental

---

[1]Several statistical studies have suggested that Latin study has raised significantly students' SAT scores. See John D. Anderson, "Latin, English Vocabulary and Declining SAT's," Classical Journal, LXX, 3 (1975), 42-46, and Patricia Davis Wiley, "High School Foreign Language study and College Academic Performance," Classical Outlook, LXII, 2 (1984-1985), 33-36.

competencies.[2]

The knowledge and use of foreign languages touches all aspects of modern society. While central to the liberal education and supporting a variety of intellectual and recreational activities, foreign language education also has broad career applications. In a time of balance-of-trade deficits and intense competition among the industrialized nations, American businesses and industries increasingly recognize the importance of a thorough knowledge of foreign languages and cultures. Foreign language skills are needed in the diplomatic corps and the defense and intelligence establishments of a world power. Moreover, to provide adequate instruction in a multitude of languages requires a continuously replenished cadre of well-prepared teachers, translators and researchers in all aspects of the discipline.

"International literacy" implies a greater breadth and depth of knowledge than that gained simply by learning the basic grammar and vocabulary of one or more foreign languages. Our overseas sales representatives will not be able to compete successfully in foreign markets unless they have acquired a broad-based understanding of the local culture commensurate with that of their foreign competitors.[3] Equally important as a knowledge of other languages is a

---

[2]For cogent and forceful expositions of the role of foreign languages in education and the challenges facing the discipline, see variously Academic Preparation for College (New York: College Board, 1983), 27-28; Association of American Universities, Beyond Growth; The Next Stage of Language and Area Studies (Draft, 1984), 286-304; and English Showalter, "Hoping for Tenure in the Year 2000," Remarks Delivered to the Association of Departments of Foreign Languages Seminar East, Hunter College, June 7, 1984.

[3]A noteworthy --and expensive-- example of the result of cultural ignorance was the failure of a General Motors product to sell in Latin America, because the firm's marketing division did not realize that Nova means "won't go" in Spanish.

This problem of cultural and language awareness is not confined only to the United States. A Japanese industry recently introduced to the American market an ill-fated deodorant carrying the brand name "Sweat."

familiarity with the particular mind-set of foreign culture, including its historical roots, its cultural biases, its distinctive value system, inherited attitudes, social norms, and national ideals. This kind of understanding cannot be gained from "overseas orientation" handbooks, but must come from direct exposure to the unique products of that culture --the people themselves and what they have written about themselves.

The need for more and expanded foreign language education has been recognized increasingly during the past decade. In 1979, the President's Commission on Foreign Languages and International Studies called America's incompetence in foreign languages "scandalous" and recommended a return to college foreign language requirements and greatly increased funding to support study and instructional quality in this vital area.[4] Congressman (now Senator) Paul Simon's seminal work, The Tongue-Tied American,[5] and various reports by professional associations and governmental bodies have focused national attention on the importance of the discipline.

A recent study on international education, commissioned by the U. S. Secretary of Education, summarizes its findings:[6]

> The study of foreign languages and cultures has traditionally and rightly been at the heart of a liberal arts education. The study of another language and culture not only informs students about other cultures and other values, it leads to respect for the

---

[4]President's Commission on Foreign Languages and International Studies, Strength Through Wisdom: A Critique of U. S. Capability (Washington: Government Printing Office, November 1979), quoted in Malcolm G. Scully, "Require Foreign Language Studies, Presidential Panel Urges Colleges," Chronicle of Higher Education, November 13, 1979, 1.

[5](New York: Continuum, 1980).

[6]National Advisory Board on International Education Programs, James B. Holderman, Chairman. Critical Needs in International Education; Report to the Secretary of Education (Washington: Government Printing Office, December 1983), 4-5.

differences among peoples. Those confined to their own language and culture can hardly be called fully educated.

As a world power, the security and prosperity of the United States depends on a complex network of relations with the rest of the world. Treaties and other military, social, political and cultural ties bind us to world organizations and nearly every nation. Precisely because we are a world power, we have responsibilities and obligations. We also have an economy fundamentally tied to world trade. We are a pluralistic society conducting business in an interdependent world. . . .

Employers must offer incentives to those competent in foreign languages. Schools, colleges and universities, for their part, should actively recruit students for foreign language studies and develop courses of study that will enable graduates in a variety of professional areas, such as engineering, law, business and education, to be fully competent as well in at least one foreign language.

Another succinct summary of the benefits of foreign language study is found in the landmark 1983 report issued by the National Commission on Excellence in Education:[7]

We believe it is desirable that students achieve such [language] proficiency because study of a foreign language introduces students to non-English speaking cultures, heightens comprehension and awareness of one's native tongue, and serves the Nation's needs in commerce, diplomacy, defense, and education.

All the recent national studies of the American educational system emphasize the need for increased foreign language study and the development of foreign language proficiency for college-bound students. The National Commission on Excellence in Education, for example, advocated four to six years study of foreign languages beginning at the elementary school level.[8] One of the nineteen recommendations of the National Advisory Board on International Education Programs urges that colleges and universities require demonstrated

---

[7]National Commission on Excellence in Education. A Nation at Risk: The Imperative for Educational Reform (Washington: Government Printing Office, 1983), 26.

[8]Idem.

proficiency in a foreign language both for admission and for graduation.[9]

The nation clearly has heard and is responding to this call. A recent survey of foreign language entrance and degree requirements in American institutions of higher education reports that "there is clear evidence that the trend to abolish language requirements, like the trend in declining language enrollments, has bottomed out" and that both individual institutions and statewide systems of higher education are beginning to reinstitute language requirements. The University of Texas recently has adopted a foreign language requirement, and the California State University and College System is moving in the same direction. It is evident that the trend is most pronounced in states where there is a clear articulation between secondary school graduation requirements and college entrance and exit requirements.[10]

Further impetus for the increase in foreign language instruction in both secondary and post-secondary education will come from interest and support being expressed by national and state governments. At the Federal level, The Foreign Language Assistance for National Security Act (HR 2708), sponsored by Representative Paul Simon and 22 other Congressmen, passed the House of Representatives in March 1984 with impressive bipartisan support. This bill, if passed by the Senate and signed by the President, would authorize an expenditure of $150 million over three years to improve foreign language instruction in

---

[9] Critical Needs in International Education, 9.

[10] Richard I. Brod and Carl R. Lovitt, "The MLA Survey of Foreign Language Entrance and Degree Requirements, 1982-83," ADFL Bulletin, XV, 3 (March 1984), 40-41.

In discussions with the Foreign Language Task Force, Edward Scebold, Executive Director of the American Council on the Teaching of Foreign Languages, and Richard Brod, Director of Foreign Language Programs, Modern Language Association of America, stated their belief that the national trend clearly is toward the restoration of foreign language requirements at the college level.

school districts and community colleges through direct institutional grants.[11]

Movement to require foreign language study in the schools is occurring at the state level. New York State will require that all high school graduates beginning in 1992 have completed one unit of study of a second language during grades K-9. By 1994, that requirement increases to two units within the same grades.[12] Virginia also is in the vanguard of states strengthening their language requirements. Recently adopted standards require that all high school graduates in the Commonwealth who receive the Advanced Studies Diploma earn three units of one foreign language or two units each of two languages during grades 8-12.[13] Other states, including California, Georgia, Kentucky, Ohio, New Hampshire, Texas, and West Virginia, are taking similar action, although none goes as far as New York or Virginia.[14]

Recently published data on high school foreign language enrollments[15] indicate a strong basis for growth in the discipline. Nationally, one-third of the high school senior class of 1982 enrolled in college preparatory programs had taken at least two foreign language courses, and 77 percent of this group had taken at least one course.[16] Although less than one-half (43 %) of the total

---

[11]"U. S. House Makes Language Studies," International Herald Tribune, March 24, 1984.

[12]Action taken by the New York Board of Regents, November 16, 1984. Information provided by the New York Department of Education.

[13]Virginia. Board of Education, Standards for Accrediting Schools in Virginia, Adopted . . . July 1983 (Richmond: 1983), 18.

[14]Brod and Lovitt, "MLA Survey," 41.

[15]U. S. National Center for Educational Statistics, High School and Beyond Survey (1984).

[16]"Statistics You Can Use," compiled by the Division of Policy Analysis and Research, American Council on Education, Higher Education & National Affairs (July 2, 1984), 3.

high school population chose to take any foreign language courses and only 28 percent took at least two years of a foreign language, enrollment in foreign language courses may be largely dependent upon the availability of at least three years of a language in high school: in schools offering at least a three-year course, 78 percent of the students enrolled in the sequence.[17]

The high school enrollment pattern in the Southern states, taken as a region, has not matched the national averages. Only 36 percent of the 1982 senior class had taken at least one foreign language course, and only 63 percent of those students able to do so had enrolled in the final year of a three-year course sequence.[18] In Virginia, however, high school foreign language enrollments over the past decade generally have equalled or surpassed the national average: 28 percent of all Virginia high school students, grades 8 through 12, were enrolled in foreign language classes in 1981-82, and this percentage has increased to a post-World War II high of approximately 37 percent during 1984-85 school year.[19]

The percentage of high school students studying foreign languages places Virginia near the top among the states, and the new Advanced Studies Diploma has as stiff a set of foreign language requirements as any in the nation. These conditions have created a pressing demand for additional foreign language teachers, especially in the most commonly taught languages (Table 1). The total

---

[17] "Foreign Language Education in American High Schools," NCES Bulletin (July 1984), 1-14.

[18] Idem.

[19] Virginia. Department of Education, "Foreign Language Enrollment in Virginia Public Secondary Schools, 1973-1984: Numbers and Percentages, Grades 8-12" (Richmond: 1984).
The 1984-1985 data are preliminary estimates based on Fall 1984 enrollments.

TABLE 1--PUBLIC SECONDARY SCHOOL TEACHERS ENGAGED IN TEACHING THE FOUR MOST COMMONLY TAUGHT FOREIGN LANGUAGES, 1976-1977 THROUGH 1984-1985

Language	1973-1974	1974-1975	1975-1976	1976-1977	1977-1978	1978-1979	1979-1980	1980-1981	1981-1982	1982-1983	1983-1984	1984-1985
French	244	234	229	231	234	243	250	244	254	262	278	283
German	134	141	143	137	139	149	144	132	133	131	140	150
Latin	244	234	229	231	234	243	250	244	254	262	278	283
Spanish	649	651	657	656	642	648	671	639	631	651	671	805

Source: Virginia Department of Education.

number of foreign language teachers employed in Virginia's secondary schools has increased from 1,677 in 1983-84 to 1,909 in 1984-85, but vacancies still exist in many school districts throughout the state.[20]

It would be logical to assume that Virginia's community colleges and senior institutions would be strengthening foreign language programs both to provide for a college-level continuation of foreign language study begun at the secondary level and to produce more high-quality foreign language teachers. In actuality, the response by Virginia's public institutions is very uneven. A few two-year public institutions --mostly those serving urban, mobile, affluent and highly educated populations-- provide an excellent variety of foreign language offerings. Most, however, either significantly downgrade foreign language study in their curricula or ignore the discipline altogether. Moreover, there is no system-wide enforcement of the foreign language requirement in the college-transfer programs leading to the Associate of Arts degree.

Among the senior colleges, a few institutions require foreign language study for all students, but most require it only of the dwindling minority of students enrolled in the Bachelor of Arts degree. Although foreign language enrollments are increasing in many of the serior institutions, the size and scope of the programs generally remain at the reduced level of the 1970's. With few exceptions, the institutions offer a traditional curriculum in the modern European languages that is taught by a limited number of faculty.

If Virginia's public institutions are to be among the best in the nation, they must join the national trend towards increased emphasis on foreign language study. They must adopt and publicize foreign language requirements for entrance and graduation. More offerings of less traditional languages will be needed,

---

[20]Data provided by Virginia Department of Education.

and the foreign language programs will have to articulate with the secondary schools, business and industry. Most importantly, the institutions must affirm the intrinsic value of the foreign language discipline at a time when students are increasing their demands for career-oriented education.

CHAPTER 2

FOREIGN LANGUAGE ACTIVITIES IN SENIOR PUBLIC INSTITUTIONS

A description of the foreign language discipline in Virginia's senior public institutions of higher education is presented in this chapter. This systemwide overview, based on institutional self-studies, describes institutional activities during the 1982-1983 academic year and the 1983 Fall term. A detailed description and evaluation of each senior institution's foreign language activities is found in Appendix I.

Scope of Foreign Language Instruction

Baccalaureate degree programs in foreign languages are offered by all fifteen of the senior public institutions (Table 2).[1] The modern European languages are most commonly available, with all fifteen institutions providing undergraduate majors in French and Spanish and twelve institutions a major in German. A Russian major is available at three institutions, and the University of Virginia offers a baccalaureate program in Slavic languages and literatures. Four institutions provide majors in Latin or Classical Greek.

Only two of Virginia's fifteen senior public institutions now offer graduate degree programs in foreign languages. George Mason University's master's program includes major tracks in French, German, and Spanish. The University of Virginia supports both master's and doctoral programs in various modern European, Slavic, and classical languages and literatures.

The senior institutions also teach courses in a number of foreign languages, either as part of the general education curriculum or as minors within other degree programs (Table 3). The majority of the courses in the less

---

[1] While this report was in preparation, the Council of Higher Education discontinued the baccalaureate program in foreign languages at Clinch Valley College due to low degree productivity.

TABLE 2--FOREIGN LANGUAGE PROGRAMS IN SENIOR PUBLIC INSTITUTIONS, FALL 1983

Institution	Degree Program	Date Begun	Department Housing the Program	Majors Offered Within Program	Minors Offered Within Program
Christopher Newport	BA Modern Languages	1972	Modern & Classical Languages	F, G, S	C, F, G, S
Cl. Valley	BA Foreign Languages	1968	Humanities	F, S	
George Mason	BA French	1968	Foreign Languages	French	
	BA Spanish	1968	Foreign Languages	Spanish	
	BA German	1971	Foreign Languages	German	
	MA Spanish	1974	Foreign Languages	Spanish	Bilingual/ Multicultural Education
	MA Foreign Languages	1981	Foreign Languages	F, G, S	F, G, S
James Madison	BA French	1940	Foreign Languages	F	G, L, R, S
	BA German	1967	Foreign Languages	G	F, L, R, S
	BA Russian	1973	Foreign Languages	R	F, G, L, S
	BA Spanish	1940	Foreign Languages	S	F, G, L, R
Longwood	BA Foreign Languages	1981	English, Philos. & For. Languages	F, G, S	F, G, S
Mary Washington	BA Classics	1924	Classics, Phil. & Religion	C, L	
	BA French	1924	Mod. For. Lang.	F	
	BA German	1944	Mod. For. Lang.	G	
	BA Spanish	1941	Mod. For. Lang.	S	
Norfolk St.	BA French	1956	Eng. & For. Lang.	F	<1>
				Associate in Education	<1>
				Tech/Voc. Seq	<2>
	BA Spanish	1956	Eng. & For. Lang.	S	<1>
				Associate in Education	<1>
				Tech/Voc. Seq	<2>
O. D. U.	BA French	1961	For. Lang. & Lit.	F	F
	BA German	1961	For. Lang. & Lit.	G	G
	BA Russian	1970	For. Lang. & Lit.	R	R
	BA Spanish	1961	For. Lang. & Lit.	S	S

<1>Although no foreign language minors are listed in the catalogue, students may structure an 18 semester hour minor under counsel of the foreign language faculty, provided that their major departments permit this activity.

<2>Students in the Technical/Vocational Professional Sequence elect a field of secondary concentration and take at least 32 semester hours in that field.

TABLE 2--Continued

Institution	Degree Program	Date Begun	Department Housing the Program	Majors Offered Within Program	Minors Offered Within Program
Radford	BA/BS For. Languages	1979	Foreign Languages	F, G, L, S	F, G, L, S
Univ. of Va	BA Classics		Classics	Gk, L	Gk, L
	MA Classics		Classics	Gk, L	Gk, L
	MAT Classics		Classics	L	
	PhD Classics		Classics	Gk, L	
	BA French		French Lang & Lit	Lit., Lang., General	General
	MA French		French Lang & Lit	Lit., Civ., Lang. & Ling.	
	MAT French		French Lang & Lit	F	
	PhD French		French Lang & Lit	Lit., Civ., Linguistics	
	BA German		German Lang & Lit	Lang & Lit	Lang & Lit
	MA German	1966	German Lang & Lit	Literature	
	MAT German		German Lang & Lit	Lang & Lit	
	PhD German	1966	German Lang & Lit	Literature	
	BA Slavic		Slavic Lang & Lit	Lang & Lit, Russian Stud.	R
	MA Slavic		Slavic Lang & Lit	Slavic Ling., Russian Lit., Soviet Stud.	
	PhD Slavic		Slavic Lang & Lit	Slavic Ling., Russian Lit.	General Ling. Any Slavic non-Russian Literature
	BA Spanish		Spanish, Italian & Portuguese Lang. & Literature	Lang., Lit., General Lang. & Lit.	Spanish Bus. I.,P.,S.
	MA Spanish		Spanish, Italian & Portuguese Lang. & Literature	Literature	
	MAT Spanish		Spanish, Italian & Portuguese Lang. & Literature	Ling., Lit., Civ & Culture	
	PhD Spanish		Spanish, Italian & Portuguese Lang. & Literature	Peninsular Lit., Latin-American Lit.	

TABLE 2--Continued

Institution	Degree Program	Date Begun	Department Housing the Program	Majors Offered Within Program	Minors Offered Within Program
V. C. U.	BA Comp. Lit	1977	Foreign Languages and English	<3>	
	BA French	1967	Foreign Languages	F	<4>
	BA Spanish	1980	Foreign Languages	S	<4>
V. M. I.	BA Modern Languages	1964	Modern Languages	F, G, S	
Va. Tech	BA Foreign Languages	1979	Foreign Languages & Literatures	F, G, S <5>	F, G, R, S
Va. State	BA Foreign Languages	1977	Languages and Lit.	F, S	F, G, S
Wm. & Mary	AB Classical Studies		Classical Studies	C, L, Gk	C
	AB French		Modern Lang. & Lit	F	F
	AB German		Modern Lang. & Lit	G	G
	AB Spanish		Modern Lang. & Lit	S	S
	AB Interdisc Studies		Interdisciplinary Studies		I, R

<3>The Comparative Literature program has four tracks: comparative literature, which provides a concentration on two languages, one of which is English; world literature; literature and art history; and literature and dramaturgy.

<4>The Department of Foreign Languages offers three minors, each requiring eighteen credits, in French, German, and Spanish.

<5>Students make take a secondary school option of 36-39 hours in a professional education sequence and receive the B. A. in Foreign Languages degree.

C = Classics, Classical Civilization, Classical Studies
F = French
G = German
Gk = Greek
I = Italian
L = Latin
P = Portuguese
R = Russian
S = Spanish

TABLE 3--LANGUAGES TAUGHT AT SENIOR PUBLIC INSTITUTIONS, 1982/1983 AND 1983/1984 REGULAR SESSIONS

Language	Institution																					
	CNC		CVC		GMU		JMU		LC		MWC		NSU		ODU		RU		UVa		VCU		VMI		VPI		VSU		W&M	
Arabic					0	3													2	3	0	0								
Bulgarian																			0	0										
Chinese																			2	3									2	3
Classics	2	3			2	3	2	3											2	3									2	3
Czechoslovakian																			0	0										
French	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3
German	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3
Greek							2	3			2	3			0	0	0	3	2	3	2	3			2	3			2	3
Hebrew																			2	0	0	0								
Hindi																			2	3										
Italian					0	3					2	3			2	3			2	3	2	3			2	3			2	3
Japanese					0	3													2	3										
Korean					0	3																								
Latin	2	3	2	0	2	3	2	3			2	3			2	3	2	3	2	3	2	3			2	3			2	3
Persian																			2	3										
Polish																			2	3										
Portuguese					0	0													2	3					0	0			0	3
Russian					2	3	2	3			2	3			2	3			2	3	2	0			2	3			2	3
Sanskrit																			2	3										
Scandinavian																			2	3										
Serbo-Croatian																			2	3										
Slavic																			2	3										
Spanish	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3
Swahili																			2	0										
Swedish																			2	3										
Tibetan																			2	3										
Ukranian																			0	0										
Urdu																			2	3										
Vietnamese					0	3																								

0 = Courses Listed In Catalogue But Not Taught
2 = Courses Offered 1982/1983 Regular Session
3 = Courses Offered 1983/1984 Regular Session

commonly taught European and the non-Western languages fall in this group. Other language courses, especially those dealing with the civilization and literature of specific language groups, are often housed in interdisciplinary or area studies programs, or are taught as cognate courses by other departments.

Institutional Requirements for Foreign Language Study

In their self-studies, the institutions stressed the importance of foreign language instruction as a component of a liberal education, but nine of them do not require any language instruction at the secondary level as a condition for admission (Table 4). Three institutions (George Mason and James Madison Universities and the University of Virginia) require two years of secondary instruction for admission to particular programs. Only Mary Washington College, Virginia Military Institute, and the College of William and Mary impose an institution-wide admission requirement of two years of high school language study.

Language requirements for the bachelor's degree vary greatly among the institutions (Table 4). There is a two-year requirement for all baccalaureate students at the College of William and Mary. Nine of the senior institutions do impose a language requirement for the Bachelor of Arts (B. A.) degree, generally specifying the equivalent of two years of post-secondary language study. In five institutions, individual departments or colleges determine whether or not to require language study. In the absence of admission and graduation foreign language requirements in such disciplines as Business and Engineering, students frequently complete degree programs through the doctoral level without ever having studied a foreign language.

Enrollments and Degrees Conferred in Foreign Languages

Despite the national decline in foreign language enrollments during the

TABLE 4--FOREIGN LANGUAGE REQUIREMENTS FOR ADMISSION AND GRADUATION AT THE BACCALAUREATE LEVEL IN SENIOR PUBLIC INSTITUTIONS

Institution	Foreign Language Requirement	
	For Admission	For Graduation
Chr. Newport	None	BA: 2 Years
Clinch Valley	None	1 program (Biology): 2 years
George Mason	2 Years <a>	BA: Intermediate Level (12 credits)
James Madison	2 Years <b>	BA: Intermediate Level (6-14 credits)
Longwood	None	BA, BFA, BM: 3 Credits at 200 Level
M. Washington	2 Years (Generally)	Except for BLS: Intermediate Level
Norfolk State	None	5 Programs: 2 Yrs.; 5 Programs: 1 Yr.
Old Dominion	None	BA: 2 Years (202 Level)
Radford	None	BA: 18 Quarter Credits
Univ. of Va.	2 Years <c>	BA: Intermediate Level
V. C. U.	None	BA: 2 Years; BS: 1 Year <d>
V. M. I.	2 Years	BA: 2 years<e>
Va. Tech	None	3 Quarters or 3 Years High School<f>
Va. State	None	8 Departments: 12 credits
William & Mary	2 Years (Generally)	2 Years

<a>Except for prospective majors in Computer Science, Engineering, and Math.
<b>Only for Bachelor of Arts programs.
<c>Except for students in the School of Engineering.
<d>College of Humanities and Sciences only.
<e>Bachelor of Arts programs in English and History require three years of one foreign language or two years each of two foreign languages.
<f>College of Arts and Sciences only.

past decade, total undergraduate foreign language enrollments in Virginia's senior public institutions have increased during the past five years. Table 5 indicates the systemwide change in foreign language credit hours at the lower, upper, and graduate levels from 1978-1979 to 1982-1983. All institutions except Virginia State University experienced an increase in student credit hours in lower-level foreign language courses. Likewise, upper-level foreign language enrollments increased at all but six senior institutions (Christopher Newport, Clinch Valley, Longwood, and Mary Washington Colleges, and Virginia Commonwealth and Virginia State Universities). The decline at Virginia State University paralleled the decrease in upper-level student credit hours in all disciplines at that institution.

The total graduate-level enrollments in foreign language courses offered by Virginia's senior public institutions have declined somewhat during the past five years. The 3,529 graduate credit hours generated during 1982-1983 were 5.74 percent fewer than the 3,744 generated during 1978-1979. The enrollment pattern varies markedly between the two institutions that offer graduate degrees in the discipline. Graduate foreign language credit hours at George Mason University during the past five years rose from 186 to 450, an increase of 141.9 percent. During the same period, however, graduate credit hours at the University of Virginia declined by 11.55 percent. Nevertheless, the 3,022 graduate-level foreign language credit hours generated at the University of Virginia during 1982-83 still accounted for more than four-fifths of the total graduate instruction in the public system.

The headcount numbers of students and majors enrolled in foreign language instruction during Fall 1983 are shown on Tables 6 and 7, respectively. Only one-fifth (21.6 %) as many students were enrolled in upper-level undergraduate

TABLE 5--COMPARISON OF FOREIGN LANGUAGE WITH OTHER DISCIPLINE CREDIT HOURS BY LEVEL IN SENIOR PUBLIC INSTITUTIONS, 1978-1979 AND 1982-1983

	Credit Hours by Discipline			Lower Division Language Credit Hours		
	All Languages		All Disciplines	Institutional		Systemwide
	Lower Division	All Levels	All Levels	% of All Language Credit Hrs	% of All Discipline Credit Hrs	% of All Lower Level Language Credit Hrs
1978-1979						
CNC	1,118	1,541	64,077	72.6	1.7	1.6
CVC	279	366	21,388	76.2	1.3	0.4
GMU	5,871	7,662	191,313	76.6	3.1	8.5
JMU	3,307	4,046	226,843	81.7	1.5	4.8
LC	912	1,116	77,722	81.7	1.2	1.3
MWC	4,332	5,569	64,238	77.8	6.7	6.3
NSU	1,062	1,080	188,640	98.3	0.6	1.5
ODU	4,050	4,851	300,789	83.5	1.3	5.9
RU	1,781	2,142	138,815	83.2	1.3	2.6
UVa	20,761	29,415	425,564	70.6	4.9	30.0
VCU	6,546	7,431	353,323	88.1	1.8	9.5
VMI	1,668	2,406	45,219	69.3	3.7	2.4
VPI&SU	4,887	6,029	562,542	81.1	0.9	7.1
VSU	2,076	2,136	110,984	97.2	1.9	3.0
W&M	10,435	13,378	171,272	78.0	6.1	15.1
1982-1983						
CNC	1,627	1,961	75,975	83.0	2.1	2.0
CVC	396	435	23,217	91.0	1.7	0.5
GMU	6,022	9,108	273,524	66.1	2.2	7.3
JMU	4,703	5,788	256,028	81.3	1.8	5.7
LC	1,041	1,125	77,450	92.5	1.3	1.3
MWC	5,913	6,860	76,033	86.2	7.8	7.2
NSU	1,164	1,197	191,216	97.2	0.6	1.4
ODU	5,202	6,034	323,179	86.2	1.6	6.3
RU	2,523	3,053	157,257	82.7	1.6	3.1
UVa	22,476	32,356	455,242	69.5	4.9	27.4
VCU	7,585	8,329	381,234	91.1	2.0	9.2
VMI	2,067	2,826	45,619	73.1	4.5	2.5
VPI&SU	7,185	9,005	604,924	79.8	1.2	8.7
VSU	1,839	1,872	101,476	98.2	1.8	2.2
W&M	12,423	15,795	178,889	78.7	6.9	15.1

Total Lower Level Foreign Language Credit Hours, 1978-1979: 69,085.
Total Lower Level Foreign Language Credit Hours, 1982-1983: 82,177.

TABLE 5--Continued

	Credit Hours by Discipline			Upper Division Language Credit Hours		
	All Languages		All Disciplines	Institutional		Systemwide
	Upper Division	All Levels	All Levels	% of All Language Credit Hrs	% of All Discipline Credit Hrs	% of All Upper Level Language Credit Hrs
1978-1979						
CNC	423	1,541	64,077	27.4	0.7	2.6
CVC	87	366	21,388	23.8	0.4	0.5
GMU	1,605	7,662	191,313	20.9	0.8	9.8
JMU	739	4,046	226,843	18.3	0.3	4.5
LC	159	1,116	77,722	14.2	0.2	1.0
MWC	1,237	5,569	64,238	22.2	1.9	7.6
NSU	18	1,080	188,640	1.7	0.01	0.1
ODU	756	4,851	300,789	15.6	0.3	4.6
RU	361	2,142	138,815	16.8	0.3	2.2
UVa	5,249	29,415	425,564	17.8	1.2	32.1
VCU	822	7,431	353,323	11.1	0.2	5.0
VMI	738	2,406	45,219	30.7	1.6	4.5
VPI&SU	1,142	6,029	562,542	18.9	0.2	7.0
VSU	60	2,136	110,984	2.8	0.05	0.4
W&M	2,943	13,378	171,272	22.0	1.7	18.0
1982-1983						
CNC	334	1,961	75,985	17.0	0.4	1.7
CVC	39	435	23,217	9.0	0.2	0.2
GMU	2,636	9,108	273,524	28.9	1.0	13.2
JMU	1,085	5,788	256,028	18.7	0.4	5.4
LC	81	1,125	77,450	7.2	0.1	0.4
MWC	947	6,860	76,033	13.8	1.2	4.7
NSU	33	1,197	191,216	2.8	0.02	0.2
ODU	820	6,034	323,179	13.6	0.3	4.1
RU	529	3,053	157,257	17.3	0.3	2.6
UVa	6,847	32,356	455,242	21.2	1.5	34.2
VCU	690	8,329	381,234	8.3	0.2	3.4
VMI	759	2,826	45,619	26.9	1.7	3.8
VPI&SU	1,819	9,005	604,924	20.2	0.3	9.1
VSU	33	1,872	101,476	1.8	0.03	0.2
W&M	3,372	15,795	178,889	21.3	1.9	16.8

Total Upper Level Foreign Language Credit Hours, 1978-1979: 16,339.
Total Upper Level Foreign Language Credit Hours, 1982-1983: 20,025.

TABLE 5--Continued

	Credit Hours by Discipline			Graduate Level Language Credit Hours		
	All Languages		All Disciplines	Institutional		Systemwide
	Graduate Level	All Levels	All Levels	% of All Language Credit Hrs	% of All Discipline Credit Hrs	% of All Grad. Level Language Credit Hrs
1978-1979						
CNC						
CVC						
GMU	186	7,662	191,313	2.4	0.1	4.97
JMU						
LC	45	1,116	77,722	4.0	0.1	1.20
MWC						
NSU						
ODU	45	4,851	300,789	0.9	0.01	1.20
RU						
UVa	3,405	29,415	425,564	11.6	0.8	90.95
VCU	63	7,431	353,323	0.8	0.01	1.68
VMI						
VPI&SU						
VSU						
W&M						
1982-1983						
CNC						
CVC						
GMU	450	9,108	273,524	4.9	0.2	12.75
JMU						
LC	3	1,125	77,450	0.3	0.003	0.09
MWC						
NSU						
ODU						
RU						
UVa	3,022	32,356	455,242	9.3	0.7	85.63
VCU	54	8,329	381,234	0.6	0.01	1.53
VMI						
VPI&SU						
VSU						
W&M						

Total Graduate Level Foreign Language Credit Hours, 1978-1979: 3,744.
Total Graduate Level Foreign Language Credit Hours, 1982-1983: 3,529.

TABLE 6--FOREIGN LANGUAGE COURSE HEADCOUNT ENROLLMENTS IN SENIOR PUBLIC INSTITUTIONS, FALL 1983

Institution	Fall 1983			
	Lower Level Undergraduate	Upper Level Undergraduate	Graduate	Service Courses
Christopher Newport	344	104		
Clinch Valley	87	17		
George Mason	809	763	68	
James Madison	618	223		717
Longwood	164	46		
Mary Washington	1,170	105		
Norfolk State	119	55		
Old Dominion	<1> 1,041	143		
Radford	289	181		
Univ. of Virginia	3,678	1,131	417	3,218
Virginia Commonwealth	1,175	159		
Virginia Military	328	162		
Virginia Tech	1,409	224		
Virginia State	349	3		
William and Mary	1,971	461		
Total	13,551	3,777	485	3,935

<1>Includes 54 headcount enrollments in non-credit courses.

TABLE 7--HEADCOUNT NUMBER OF FOREIGN LANGUAGE MAJORS BY DEGREE PROGRAM IN SENIOR PUBLIC INSTITUTIONS, FALL 1983

Institution	Degree Program	Fall 1983					
		Undergraduate*		Master's		Doctoral	
		Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
Chr. Newport	Modern Languages	27					
Cl. Valley	Foreign Languages	1					
George Mason	French	11	4				
	German	6	7				
	Spanish	15	7				
	Foreign Languages			4	24		
James Madison	French	38					
	German	14					
	Russian	11					
	Spanish	33					
Longwood	For. Languages	8					
M. Washington	Classics (Latin)	1					
	French	21					
	German	9					
	Spanish	12					
Norfolk St.	French	7					
	Spanish	3					
Old Dominion	French	8					
	German	16					
	Russian	12	2				
	Spanish	5	2				
Radford	For. Languages	22					
Univ. of Va.	Classics	8		7	2	3	
	French	63	1	16		22	2
	German	20	1	10		10	
	Slavic	5		13	1	4	1
	Spanish	8		7	2	3	
V. C. U.	Comparative Lit.	1	4				
	French	13	1				
	Spanish	8	5				
V. M. I.	Modern Languages	34					
Virginia Tech	Foreign Lang.	<1> 28					
Va. State	Languages and Lit.	7					
W. & Mary <2>	Classical Studies	19	2				
	French	21					
	German	16	1				
	Spanish	18					
Total		549	37	57	29	42	3

*Upper Division Only.
<1>Includes nine students who are double majors.
<2>Includes double majors.

foreign language courses as were enrolled in lower-level and service courses (Table 6). Moreover, a comparison of the total upper-level undergraduate student headcount enrollments with the total headcount undergraduate majors indicates that a large proportion of the upper-level enrollments are students not majoring in a foreign language. The continued study of a foreign language by non-majors is a positive development, but the small number of majors is alarming, given the demand for secondary school teachers.

At the baccalaureate level, two institutions, the University of Virginia and the College of William and Mary, account for half of the total foreign language degrees awarded during 1982-1983 (Table 8). French, German, and Spanish are most frequently offered by the senior public institutions, and degrees in these three modern European languages account for almost 70 percent of the foreign language baccalaureates awarded during 1982-1983 (Table 9).

The Foreign Language Curriculum

The foreign language degree programs in the senior public institutions generally are traditional in their structure and organization, with curricular emphasis on literature, language skills, and culture. Although a good balance of upper-level courses is included in the published curricula of the programs, the paucity of major enrollments prevents many of the programs from offering a variety of upper-level courses. A majority of the catalogue-listed, upper-level courses in each major language were taught during 1982-1983 at only two senior public institutions, Virginia Military Institute and Virginia Tech. At seven of the institutions, fewer than half of the listed upper-level courses in the major languages were taught (Table 10).

The most comprehensive baccalaureate curricula, based on courses taught during 1982-1983, generally were found in the French, German, and Spanish programs (which sustain the largest continuing enrollments.) In the major

TABLE 8--FOREIGN LANGUAGE DEGREES CONFERRED BY SENIOR PUBLIC INSTITUTIONS, 1982-1983

Institution	Degree Level		
	Baccalaureate	Master's	Doctoral
Christopher Newport	9		
Clinch Valley	0		
George Mason	15	6	
James Madison	24		
Longwood	2		
Mary Washington	18		
Norfolk State	1		
Old Dominion	15		
Radford	11		
University of Virginia	81	27	4
Virginia Commonwealth	8		
Virginia Military Institute	8		
Virginia Tech	15		
Virginia State	0		
William and Mary	49		
Total	256	33	4

TABLE 9--DEGREES AWARDED IN FOREIGN LANGUAGE PROGRAMS
OF SENIOR PUBLIC INSTITUTIONS, 1982-1983

Institution	Languages			Classics			Comp. Lit.			French		
	B	M	D	B	M	D	B	M	D	B	M	D
Chr. Newport	9											
Clinch Valley												
George Mason										6		
James Madison										5		
Longwood	2											
Mary Washington				1						8		
Norfolk State												
Old Dominion												
Radford	11											
Univ. of Va.				4						35	10	3
Va. Commonwealth							3			1		
V. M. I.	8											
Virginia Tech	15											
Virginia State												
William & Mary				11						22		
Total	45			16			3			77	10	3

	German			Russian			Slavic			Spanish		
Chr. Newport												
Clinch Valley												
George Mason	4									5	6*	
James Madison	1			5						13		
Longwood												
Mary Washington	1									8		
Norfolk State										1		
Old Dominion	8			5						2		
Radford												
Univ. of Va.	21	5					5	5	1	16	7	
Va. Commonwealth										4		
V. M. I.												
Virginia Tech												
Virginia State												
William & Mary	3									13		
Total	38	5		10			5	5	1	62	8	

*Includes 6 students graduating with the former M. A. in Spanish.

TABLE 10--CATALOGUE-LISTED UPPER AND GRADUATE LEVEL COURSES IN MAJOR LANGUAGES TAUGHT IN SENIOR PUBLIC INSTITUTIONS, 1982-1983 REGULAR SESSION

Institution	Major Languages For Which Less Than Half of Catalogue-Listed Courses Were Taught	Major Languages For Which More Than Half of Catalogue-Listed Courses Were Taught
Chris. Newport	3 (French, German, Spanish)	0
Clinch Valley	2 (French, Spanish)	0
George Mason	3 (French, German, Spanish)	0
James Madison	1 (German)	3 (French, Russian, Spanish)
Longwood	3 (French, German, Spanish)	0
Mary Washington	2 (Classics, German)	2 (French, Spanish)
Norfolk State	2 (French, Spanish)	0
Old Dominion	4 (French, German, Russian, Spanish)	0
Radford	1 (Latin)	3 (French, German, Spanish)
Univ. of Va.	2 (Italian, Latin)	6 (French, German, Greek, Portuguese, Russian, Spanish)
V. C. U.	2 (French, Spanish)	0
V. M. I.	0	3 (French, German, Spanish)
Va. Tech	0	3 (French, German, Spanish)
Va. State	2 (French, Spanish)	0
William & Mary	2 (Greek, Latin)	4 (Classics, French, German, Spanish)
Graduate Level		
George Mason	3 (French, German, Spanish)	0
Univ. of Va.	5 (German, Greek, Latin, Russian, Slavic)	2 (French, Spanish)

languages, the three kinds of upper-level courses most frequently offered were in the areas of literature, advanced language or conversation, and civilization and culture. Eight of the institutions offered at least one course in the commercial/professional use of particular languages. With the exception of Russian, the other Western and Oriental language courses generally were taught only on an occasional basis at the introductory level or as literature-in-translation courses (Table 11).

Foreign language degree programs at the graduate level are offered only by George Mason University and the University of Virginia.[2] Just as in the undergraduate programs, the graduate courses actually offered in the major languages are more limited than the institutions' catalogues suggest. During 1982-1983, less than half of the listed graduate courses were available to students in all three major languages at George Mason University and in five major languages at the University of Virginia. Only in the French and Spanish programs at the University of Virginia were more than 50 percent of the graduate level courses actually taught (Table 10).

The three language tracks in the master's program at George Mason University all emphasize literature (Table 12). The same is true for the graduate curricula in the major languages at the University of Virginia, although at least one advanced language course in each major language was offered during 1982-1983. Numerous graduate courses in less-commonly taught European and non-Western languages also are included in the University of Virginia's catalogue. Many of this group are introductory-level language courses, but they carry graduate credit because they support graduate programs

---

[2]Three other institutions (Longwood College, Old Dominion University, and Virginia Commonwealth University) include some master's level courses in their curricula. These courses, however, generally are designed to prepare graduate students in [illegible] disciplines for their departmental language examinations.

TABLE 11--UNDERGRADUATE FOREIGN LANGUAGE COURSES TAUGHT IN SENIOR PUBLIC INSTITUTIONS BY LANGUAGE AND TYPE OF COURSE, 1982-1983 REGULAR SESSION

Inst	Language	Lower Level		Upper Level								
		Taught	Not Taught	Lang (1)	Conv (2)	Phon (3)	Civ (4)	Lit (5)	Comm (6)	Other (7)	Total Taught	Not Taught
CNC	Classics	3	0								0	1
	French	5	1	1	1					2	4	15
	German	6	0	1	1					1	3	8
	Latin	4	0								..	..
	Spanish	6	0	1			1			2	4	15
CVC	French	4	4			1	1	1		2	5	17
	German	4	2								..	..
	Latin	1	3								..	..
	Spanish	4	2					2		1	3	21
GMU	Arabic	0	2								..	..
	Classics	1	0							1	1	0
	French	5	7	1	1			6	1	3	12	19
	German	4	9	1	1		1	4			7	14
	Italian	0	5								..	..
	Japanese	0	2								..	..
	Korean	0	0								0	4
	Latin	4	0								0	2
	Portuguese	0	4								..	..
	Russian	2	8		1		3	3		2	9	9
	Spanish	4	10		3		2	3	1	4	13	15
	Vietnamese	..	..								0	4
JMU	Classics	2	1				1				1	0
	French	6	0	1	1	1	1	3		1	8	6
	German	5	0		1		1	2			4	5
	Greek	4	0							1	1	0
	Latin	4	0							1	1	6
	Russian	4	2	1	1	1	1	1		1	6	3
	Spanish	8	0	2	1	1	1	2	1	1	9	8
LC	French	7	1	1	1						2	9
	German	4	3					1		1	2	3
	Spanish	6	1	1	1			1		1	4	10
MWC	French	6	1	2		1	1	4		3	11	5
	German	6	0				1	4		1	6	7
	Greek	2	0								0	4
	Italian	4	1				2				2	6
	Latin	5	1					1		1	2	9
	Russian	6	2							1	1	7
	Spanish	7	0	2			1	5		2	10	10

TABLE 11--Continued

Inst	Language	Lower Level		Upper Level								
		Taught	Not Taught	Lang (1)	Conv (2)	Phon (3)	Civ (4)	Lit (5)	Comm (6)	Other (7)	Total Taught	Not Taught
NSU	French	6	5								0	17
	German	2	9								..	..
	Spanish	5	7					2	2		4	14
ODU	French	5	5	2				4			6	19
	German	6	6	2	1	1		3	1		8	11
	Greek	0	4								..	..
	Italian	4	0								..	..
	Latin	2	2								..	..
	Russian	5	5	3	3					1	7	12
	Spanish	5	6	1	1			3			6	17
RU	French	6	0		1		1	4	1		7	5
	German	6	0	1	2		1			2	6	4
	Greek	0	4								0	1
	Latin	6	1	1				1		1	3	5
	Spanish	6	0		1		1	3	1	1	7	4
UVa	Arabic	7	0					4			4	1
	Chinese	6	0					4			4	2
	Classics	5	3								..	..
	French	7	6	3	3	1	2	8	1	5	23	14
	German	5	2	2	3		3	10		1	19	17
	Greek	6	1					1			1	1
	Hebrew	2	2								..	..
	Hindi	2	2					2			2	0
	Italian	7	14	1				1		1	3	16
	Japanese	4	1					2			2	0
	Latin	5	0					4			4	5
	Persian	6	0					2			2	0
	Portuguese	2	0				1	1		2	4	5
	Russian	11	2	4	1					10	15	11
	Slavic	3	1								..	..
	Spanish	4	6	3	5	1	2	8	2	1	22	18
	Swahili	2	0								..	..
	Swedish	4	0								..	..
VCU	Arabic	0	4								..	..
	French	5	1	2	1		1	4			8	11
	German	5	0	2				1	1		4	11
	Greek	2	2								..	..
	Hebrew	0	4								..	..
	Italian	4	1								0	3
	Latin	4	0								..	..
	Russian	2	3								0	2
	Spanish	6	2		1			4			5	14

TABLE 11--Continued

Inst	Language	Lower Level		Upper Level								
		Taught	Not Taught	Lang (1)	Conv (2)	Phon (3)	Civ (4)	Lit (5)	Comm (6)	Other (7)	Total Taught	Not Taught
VMI	French	4	0	2				3		2	7	5
	German	4	0	2				7			9	3
	Spanish	4	0	2				7			9	5
VPI	French	6	5	5			1	4		4	14	8
	German	12	0	2				6		6	14	12
	Greek	6	0							1	1	0
	Italian	3	4								..	..
	Latin	6	0								..	..
	Portuguese	0	3								..	..
	Russian	8	1					3		3	6	7
	Spanish	8	3	4	1		1	5		2	13	11
VSU	French	5	2								0	14
	German	4	3		1						1	5
	Spanish	5	3	1				1			2	9
W&M	Chinese	4	4	2							2	0
	Classics	6	0					2		4	6	6
	French	9	0	1	2		3	8		2	16	15
	German	9	0	2	1		2	7		1	13	7
	Greek	3	1					2			2	8
	Italian	5	0					4		1	5	2
	Latin	4	0					2			2	14
	Portuguese	0	2								..	..
	Russian	4	4					2		2	4	7
	Spanish	9	0	1	1		2	6		2	12	8

(1)Includes courses in grammar, philology, and history of language, and combined courses in grammar and conversation.

(2)Includes combined courses in conversation and composition.

(3)Phonology courses only.

(4)Includes courses in culture and civilization.

(5)Excludes literature-in-translation courses.

(6)Courses in commercial and other specialized uses of language.

(7)Includes courses in literature-in-translation, pedagogical techniques, individualized study, and senior thesis.

TABLE 12--GRADUATE FOREIGN LANGUAGE COURSES TAUGHT IN SENIOR PUBLIC INSTITUTIONS BY LANGUAGE AND TYPE OF COURSE, 1982-1983 REGULAR SESSION

Inst.	Language	Lang (1)	Conv (2)	Phon (3)	Civ (4)	Lit (5)	Comm (6)	Pedag (7)	Thesis (8)	Other (9)	Total Taught	Not Taught
GMU	French					2				1	3	10
	German					2					2	6
	Spanish					4				1	5	16
LC	French										0	1
	German										0	1
	Spanish										0	1
ODU	French										0	11
	German						1				1	6
	Russian										0	6
	Spanish										0	9
UVa	Bulgarian										0	2
	Czech										0	2
	French	2		1	1	11		1	5	3	24	14
	German	1				6		2	5	2	16	17
	Greek					4			4		8	27
	Italian						1			2	3	1
	Latin	1				3				3	7	38
	Persian					2					2	1
	Polish	1								2	3	0
	Russian	2	1			9			3		15	33
	Sanskrit									1	1	4
	Scandinavn									3	3	1
	Serb-Croat	1								1	2	1
	Slavic	3							4	2	9	13
	Spanish	1			2	10			6		19	12
	Tibetan									5	5	4
	Ukranian										0	2
	Urdu									1	1	3
VCU	French	1									1	2
	German	1									1	2
	Spanish										0	2

(1)Includes courses in grammar, philology, and history of language.
(2)Conversation courses only.
(3)Phonology courses only.
(4)Includes courses in civilization and culture.
(5)Excludes literature-in-translation courses.
(6)Courses in commercial and professional uses of language.
(7)Courses in pedagogical techniques of language instruction.
(8)Includes thesis and dissertation courses.
(9)Includes general introductory and literature-in-translation courses.

in other disciplines or form complementary minor tracks for graduate programs in the major languages.

Although few of the institutions include a language laboratory component in their beginning or intermediate language courses, oral proficiency is generally included in the language development component of the curricula. In their self-studies, the institutions estimated the oral proficiency levels attained by their foreign language students, as measured by the ACTFL/ETS Provisional Speaking Descriptions Scale.[3] Institutional expectations, taking into account the differences in difficulty of the various languages, generally are that foreign language students will have achieved an oral proficiency level of "Intermediate-High" at the end of the second year of study and an "Advanced-Plus" or "Superior" at the end of the fourth year. Few of the undergraduate programs, however, include advanced courses in linguistics.

The average enrollments in foreign language classes vary greatly throughout the institutions and reflect the sharply reduced enrollments at the upper and graduate levels. Table 13 indicates Fall 1983 average class sizes for each foreign language taught in each senior public institution. Average class sizes generally are largest for those languages or topics taught entirely in English (e. g., Latin, Civilization) and smallest for upper and graduate level courses in less commonly taught European and non-Western languages. Nevertheless, average lower level class sizes exceeding 25 students are not uncommon.

Less than half of the senior public institutions reported having regular procedures for the evaluation of their foreign language programs. Most of the

---

[3]This scale defines nine levels of oral fluency, ranging from Novice-Low ("Unable to function in the spoken language") to Superior ("Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics.")
The Scale is attached to this report as Appendix II.

TABLE 13--SENIOR PUBLIC INSTITUTION AVERAGE CLASS SIZE BY FOREIGN LANGUAGE AND COURSE LEVEL, FALL 1983

Institution	Language	Freshman		Sophomore		Upper		Graduate		Total	
		N	Av.	N	Av.	N	Av.	N	Av.	N	Av.
Chr. Newport	Classics	1	12.0	2	28.0					3	22.6
	French	3	23.0	2	18.0	2	16.5			7	19.7
	German	1	25.0	1	14.0	2	7.0			4	13.2
	Latin			1	4.0					1	4.0
	Mod Lang.			1	30.0					1	30.0
	Spanish	3	21.6	1	18.0	3	14.0			7	17.9
Clinch Valley	French	1	43.0	2	4.0	1	1.0			4	13.0
	German	1	7.0							1	7.0
	Spanish	1	27.0	1	5.0	2	6.0			4	11.0
George Mason	Arabic	1	24.0							1	24.0
	Classics			1	24.0					1	24.0
	French	5	30.0	6	22.2	3	19.3	2	9.5	16	22.5
	For Lang.							2	10.5	2	10.5
	German	4	23.0	2	24.0	5	12.0	1	1.0	12	16.7
	Italian	1	33.0							1	33.0
	Korean					1	9.0			1	9.0
	Latin	1	46.0	1	9.0					2	27.5
	Russian	2	26.0	1	19.0	4	28.5			7	26.4
	Spanish	8	27.7	4	22.0	6	12.5	2	10.0	20	20.2
	Vietnamese					1	15.0			1	15.0
James Madison	Classics					1	16.0			1	16.0
	French	4	27.2	5	30.4	6	24.0			15	23.7
	German	2	22.5	2	22.0	2	15.0			6	19.2
	Greek	1	5.0	1	5.0					2	5.0
	Latin	1	23.0	1	8.0					2	15.5
	Russian	1	36.0	1	11.0	2	7.5			4	15.5
	Spanish	4	28.5	4	37.2	5	16.5			13	26.5
Longwood	French	2	19.0	3	13.0	1	1.0			6	13.0
	German	2	11.5	2	8.5	2	2.0			6	7.3
	Spanish	2	24.0	2	15.5	2	4.5			6	14.6
M. Washington	French	6	29.2	9	22.1	4	12.0			19	22.0
	German	2	26.0	2	20.5	3	14.3			7	19.4
	Greek	1	4.0							1	4.0
	Italian	2	27.0	1	28.0	1	4.0			4	21.5
	Latin	2	31.0			2	3.0			4	17.0
	Russian	1	12.0	1	10.0					2	11.0
	Spanish	7	32.7	8	25.2	5	14.0			20	25.1

TABLE 13--Continued

Institution	Language	Freshman		Sophomore		Upper		Graduate		Total	
		N	Av.	N	Av.	N	Av.	N	Av.	N	Av.
Norfolk State	French	4	13.0	1	6.0	1	3.0			6	10.2
	German	1	14.0							1	14.0
	Spanish	5	16.6	1	4.0					6	14.5
Old Dominion	French	8	33.1	2	22.0	4	7.2			14	24.1
	German	6	21.5	1	29.0	5	12.2			12	18.2
	Italian	1	33.0							1	33.0
	Latin	1	36.0							1	36.0
	Russian	2	26.5	1	19.0	1	6.0			6	15.0
	Spanish	9	37.8	3	19.0	7	5.3			19	22.8
Radford	French	3	25.0	2	34.5	2	15.0			7	24.8
	German	2	23.5	1	18.0	1	19.0			4	21.0
	Greek	1	5.0							1	5.0
	Latin	1	22.0	1	9.0	1	2.0			3	11.0
	Spanish	3	25.3	2	29.5	2	20.5			7	25.1
Univ. of Va.	Arabic	2	20.0	1	14.0			3	4.7	6	11.3
	Chinese	3	5.7	2	8.0			1	4.0	6	6.2
	Classics			2	31.5					2	31.5
	French	23	24.6	37	23.0	31	19.0	12	8.2	102	25.9
	German	11	16.7	11	18.4	15	9.9	5	8.8	42	13.8
	Greek	1	17.0	3	7.3	1	2.0	2	3.0	7	6.7
	Hindi	1	8.0	1	3.0					2	5.5
	Italian	3	26.0	4	14.5	3	6.0	1	11.0	11	15.0
	Japanese	1	33.0	1	20.0			1	4.0	3	19.0
	Latin	4	30.0	2	37.0	1	11.0	3	5.6	10	22.2
	Linguistic	1	1.0	1	20.0	1	25.0	5	4.8	8	8.7
	Oriental							2	1.5	2	1.5
	Persian	1	7.0	1	5.0			1	5.0	3	5.7
	Polish							1	13.0	1	13.0
	Portuguese	1	14.0			2	4.0			3	7.3
	Russian	8	26.4	5	10.6	9	12.1	5	5.1	27	16.3
	Sanskrit							2	3.5	2	3.5
	Scandinavn					1	4.0	1	1.0	2	2.5
	Slavic			1	3.0			3	3.0	4	3.0
	Spanish	20	24.4	21	24.1	23	18.0	8	6.6	72	20.3
	Swedish	1	23.0	1	8.0					2	15.5
	Tibetan							2	1.5	2	1.5
V. C. U.	French	12	26.2	6	20.7	3	16.7			21	13.8
	German	4	25.7	2	21.0	1	11.0			7	22.3
	Greek			1	5.0					1	5.0
	Italian	1	33.0	1	17.0					2	25.0
	Latin	4	24.5	1	17.0					5	23.0
	Spanish	12	25.2	5	20.2	3	15.3			20	22.5

TABLE 13--Continued

Institution	Language	Freshman		Sophomore		Upper		Graduate		Total	
		N	Av.	N	Av.	N	Av.	N	Av.	N	Av.
V. M. I.	French	3	13.6	2	21.0	4	8.2			9	12.8
	German	2	19.5	2	16.5	4	9.0			8	13.5
	Mod Lang.					2	25.0			2	25.0
	Spanish	5	20.2	4	22.7	5	18.4			14	20.3
Va. Tech	French	8	27.7	4	21.2	5	12.6			17	21.8
	German	6	26.2	1	32.0	7	8.8			14	17.9
	Greek	1	12.0	1	3.0					2	7.5
	Italian	1	34.0							1	34.0
	Latin	1	34.0	1	8.0					2	21.0
	Russian	2	24.0	2	16.0	1	7.0			4	17.4
	Spanish	15	31.1	5	24.6	10	14.3			30	24.4
Va. State	French	7	20.3							7	20.3
	German	2	9.0	1	1.0					3	6.3
	Spanish	7	24.4	1	3.0	2	1.5			10	17.7
William & Mary	Chinese	1	13.0	1	9.0	1	3.0			3	8.3
	Civiliz.	1	24.0	3	51.3	2	27.5			6	38.8
	French	6	21.2	16	25.6	9	18.1			31	22.6
	German	7	21.7	11	13.6	5	15.4			23	18.9
	Greek	1	28.0	1	12.0	1	5.0			3	15.0
	Italian	4	30.5	1	20.0	1	12.0			6	25.7
	Latin	2	31.5	2	18.5	2	7.5			6	19.2
	Portuguese	1	21.0							1	21.0
	Russian	2	25.5	1	17.0	2	7.5			5	16.6
	Spanish	7	21.4	14	23.0	6	21.2			27	22.2

Note: Average class size is computed by dividing total enrollments by the number of class sections.

Note: Courses that have variable or no contact hours (e. g., Self Study, Independent Study, Dissertation Research) are excluded from this table.

procedures that do exist have been implemented by the foreign language departments and consist of student evaluations of faculty teaching and the faculty review of programs. With few exceptions, the institutional self-studies did not mention peer evaluation of teaching within departments, institutional review of programs, or external review of programs by consultants from peer institutions.

Faculty

The foreign language activities in Virginia's fifteen senior public institutions are conducted by full-time and part-time faculty who are housed in a variety of departments (Table 14). The distribution of the 222 full-time faculty by academic rank is fairly even, with the largest number (81, 36%) holding the rank of Associate Professor. Of the 222 full-time faculty, 156 (70 %) hold tenure, and at five senior institutions all full-time foreign language faculty are tenured. Twelve of the institutions supplement their full-time faculty through the moderate use of adjunct or part-time appointments. Nearly half of the 65 part-time faculty teach at two institutions, however, accounting for 13 out of 30 foreign language faculty at George Mason University and 16 out of 28 at Virginia Commonwealth University.

Graduate teaching assistants (GTA's) also supplement the full-time faculty on an occasional basis at George Mason University and more extensively at the University of Virginia. At the latter institution, GTA's teach primarily introductory and intermediate level courses in French, German, and Spanish; during 1982-1983, all introductory-level course sections of these languages were taught by them. GTA's also teach some sections of upper-level undergraduate courses in German, Russian, and Spanish, and during 1982-1983 taught graduate-level introductory courses in several Slavic and non-Western languages (Table 15).

A profile of the full-time foreign language faculty is presented in Table

TABLE 14—FACULTY TEACHING FOREIGN LANGUAGES IN SENIOR PUBLIC INSTITUTIONS, FALL 1983

Institution	Department	Full-Time Faculty Appointments						Adjunct or Part-Time Faculty
		Instr.	Asst. Prof.	Assoc. Prof.	Prof.	Total	Number Tenured	
Chr. Newport	Mod. & Class.		2	2	2	6	6	
Cl. Valley	Humanities		1	1		2	2	1
George Mason	For. Lang. & Literatures		4	7	6	17	14	13
James Madison	For. Languages		2	4	5	11	11	2
Longwood	Eng., Phil. & For. Lang.		2	1	1	4	3	1
M Wash'ton<1>	Classics, Phil. & Religion		1	1		2	1	
	Mod. For. Lang.		2	5	5	12	10	4
Norfolk State	Eng. & Foreign		1	2	1	4	4	
Old Dom. <2>	Foreign Lang.	1	4	5		10	8	4
	English				1	1	1	
	English Lang. Center	2				2		
Radford	Foreign Lang.		3	2	1	6	2	1
	Phil. & Rel.				1	1	1	
Univ. Va. <3>	Classics		2	2	2	6	4	1
	French		6	5	7	18	11	3
	German		6	3	3	12	6	6
	Oriental Langs.		4	3		7	3	
	Slavic		2	3	3	8	6	
	Spanish, Ital., & Portuguese	1	8	3	5	17	8	3
V. C. U.	Foreign Lang.		6	3	1	10	6	16
	History			1		1	1	
	Music		1			1		
V. M. I.	Modern Lang.		2	2	3	7	4	2
Va. Tech	Foreign Lang. & Literatures		9	10	3	22	16	3
Va. State	Lang. & Lit.		2	1	2	5	5	
Wm. & Mary	Classical Stud.		1	1	2	4	3	1
<4>	Modern Lang.	2	4	14	6	26	20	4
Total		6 (3%)	75 (34%)	81 (36%)	60 (27%)	222	156 (70%)	65

<1>Includes one tenured Professor on leave, Fall 1983.

<2>Excludes one full-time Assistant Professor and four part-time faculty who teach only non-credit courses.

<3>Includes two Professors, two Associate Professors, and one Assistant Professor on leave, Fall 1983.

<4>Includes one Professor and one Assistant Professor, both tenured, on leave, Fall 1983.

TABLE 15--FOREIGN LANGUAGE COURSES TAUGHT BY GRADUATE TEACHING ASSISTANTS AT THE UNIVERSITY OF VIRGINIA, 1982-1983 REGULAR SESSION AND FALL 1983

Course	1982/1983				Fall 1983			
	GTA's		Faculty		GTA's		Faculty	
	N	Sections	N	Sections	N	Sections	N	Sections
FR101 Elementary French	14	14			11	11		
FR102 Elementary French	23	23			12	12		
FR201 Intermediate French	18	32			12	21		
FR202 Intermediate French	19	34			6	12		
FR241 Interm. Fr. Convers.	11	11						
FR242 Interm. Fr. Convers.	11	11						
GR101 Elementary German	10	11			7	7		
GR102 Elementary German	11	12			4	4		
GR201 Intermediate German	1	2	6	10	2	3	3	5
GR321 German Comp. & Conv.	1	1	1	1				
GR326 Commercial German	1	1						
GR329 German House: Conv.	1	2						
GR330 German House: Conv.	1	1						
IT101 Elementary Italiian	1	2	3	6	1	1	2	2
IT201 Intermediate Italian	1	1						
PL521 Introductory Polish	1	1						
PL522 Introductory Polish	1	1						
SL533 Advanced Polish	1	1			1	1		
PT111 Intro. Int. Portuguese	1	1			1	1		
PT212 Intrm. Int. Portuguese	1	1						
RU101 1st Year Russian	3	5	1	2	4	5	1	2
RU102 1st Year Russian	4	5	1	2	1	1		
RU201 2nd Year Russian					2	2	1	1
RU202 2d Year Russian	2	2	1	1				
RU204 Elem. Russian Conv.	1	1			1	1		
RU303 Interm. Russian Conv.	3	4			2	2		
RU304 Interm. Russian Conv.					1	1		
RU505 Adv. Russian Conv.					1	1		
SC521 Intro. Serbo-Croatian	1	1						
SC522 Intro. Serbo-Croatian	1	1						
SL543 Adv. Serbo-Croatian					1	1		
SP101 Elementary Spanish	5	5			4	4		
SP105 Intensive Elem. Span.	7	25	2	6	8	15	1	1
SP201 Intermediate Spanish	10	21	1	2	5	8	1	2
SP202 Intermediate Spanish	8	24	3	4	4	7	3	4
SP301 Spanish Conv. & Comp.	4	7	2	6	2	3	2	4
SP311 Spanish Grammar					1	1		
SP315 Sp. Lang. Maintenance	3	3			3	3		
SP316 Sp. Lang. Maintenance	4	4						
RS500 Tibetan I	1	1	1	1				
RS501 Tibetan II	1	1	1	1				
RS547 Tibetan V	1	1	1	1				
RS548 Tibetan VI	1	1	1	1				

16. Eighty-six percent of the total faculty hold the doctorate, and this systemwide average is exceeded at nine institutions. At three institutions, however, the percentage is significantly less: 50 percent at Christopher Newport and Clinch Valley Colleges, and 46 percent at Old Dominion University. All fifteen institutions have native speakers on the foreign language faculties, and at three (Clinch Valley and Longwood Colleges and George Mason University) native speakers compose at least 50 percent of the full-time faculty. More than 70 percent of each institution's foreign language faculty has lived abroad.

The foreign language faculty maintain a relatively high level of professional activity in terms of publication, with 159 of the 222 full-time faculty having contributed to the professional literature during the past five years. The percentage of faculty engaged in publishing varies greatly across the institutions, however, and is affected by institutional expectations and support for the activity. While over four-fifths of the faculties have published recently at five institutions (George Mason University, 88 %; James Madison University, 91 %; the University of Virginia, 85 %; Virginia Commonwealth University, 83 %; and Virginia Tech, 82 %), less than one-third of the faculties have done so at four institutions (Christopher Newport College, 33 %; Longwood College, 25 %; Norfolk State University, 0 %; and Virginia State University, 20 %).

The Fall 1983 workload of all faculty who taught foreign languages in the senior institutions is presented in Table 17. The 214 full-time faculty who participated in foreign language instruction during the Fall 1983 term taught an average of 10.89 credit hours, although average work loads ranged from 9.00 credit hours at George Mason University to 15.66 credit hours at Christopher Newport College. Twelve credit hours typically are considered the maximum effective workload in undergraduate foreign language programs that do not

TABLE 16--PROFILE OF FULL-TIME FOREIGN LANGUAGE FACULTY IN SENIOR PUBLIC INSTITUTIONS, FALL 1983

Inst.	Number of Full-Time Faculty	Doctorates		Native Speakers		Resident Abroad		Published*	
		N	%	N	%	N	%	N	%
CNC	6	3	50	1	17	6	100	2	33
CVC	2	1	50	1	50	2	100	1	50
GMU	17	16	94	10	56	17	100	15	88
JMU	11	8	73	4	36	8	73	10	91
LC	4	4	100	2	50	4	100	1	25
MWC	14	13	93	6	43	13	93	9	64
NSU	4	4	100	1	25	4	100	0	...
ODU	13	6	46	4	31	12	92	7	54
RU	7	7	100	2	29	5	71	5	71
UVa	68	64	94	18	26	60	88	58	85
VCU	12	11	92	2	17	11	92	10	83
VMI	7	6	86	3	43	7	100	3	43
VPI	22	21	95	3	14	16	73	18	82
VSU	5	3	60	2	40	5	100	1	20
W&M	30	24	80	5	16	23	77	19	63
All	222	191	86	64	29	191	86	159	72

*Author, co-author, or editor of publications appearing 1979 through 1983.

TABLE 17--TOTAL WORKLOAD OF FOREIGN LANGUAGE FACULTY IN SENIOR PUBLIC INSTITUTIONS, FALL 1983

Institution	Full-Time Faculty				Part-Time Faculty			
	Number of Faculty	Total Sections Taught	Headct. Students Taught	Average Credt Hr Workload	Number of Faculty	Total Sections Taught	Headct. Students Taught	Average Credt Hr Workload
CNC	6	29	501	15.66	0			
CVC	2	9	115	12.50	1	1	7	3.00
GMU	17	50	1,007	9.00	13	16	374	3.69
JMU	11	50	948	14.55	2	5	114	7.50
LC	4	17	217	13.75	1	1	3	3.00
MWC	<1> 13	53	1,205	12.31	4	8	147	6.00
NSU	4	14	189	10.25	0			
ODU	13	47	942	10.85	4	8	244	6.00
RU	7	25	578	13.86	1	1	29	5.00
UVa	<2> 63	238	2,565	9.24 *	13	26	369	6.08
VCU	12	32	630	10.00	16	30	746	7.88
VMI	7	30	472	12.86	2	4	87	6.00
VPI&SU	22	71	1,528	10.27	3	5	147	5.00
VSU	5	24	437	14.60	0			
W&M	<3> 28	102	2,194	11.21	<4> 4	11	219	8.50
Total	214	791	13,528	10.89 *	64	116	2,486	6.06

Note: This table indicates the total workload of the foreign language faculty, some of whom teach courses in other disciplines.

*Graduate courses that have variable or no contact hours (e. g., Self Study, Independent Study, Directed Research, Dissertation Research) are excluded from this calculation.

<1>Excludes one full-time faculty member on leave, Fall 1983.

<2>Excludes five full-time faculty members on leave, Fall 1983.

<3>Excludes two full-time faculty members on leave, Fall 1983.

<4>Excludes one part-time faculty member who only supervises the language laboratory.

emphasize publication as a criterion for promotion, tenure, and salary adjustments. This threshold was exceeded at five institutions (Christopher Newport College, 15.66; James Madison University, 14.55; Longwood College, 13.75; Radford University, 13.86; and Virginia State University, 14.60). The systemwide average credit hour workload of the 64 part-time foreign language faculty was 6.06 credit hours, and the average at individual senior public institutions ranged from 3.00 at Clinch Valley and Longwood College to 8.50 at the College of William and Mary.

Institutional Support

Support for the foreign language activities in Virginia's fifteen senior public institutions includes provision for instructional and support personnel, faculty development, financial assistance to students, and the acquisition of library materials and other instructional equipment (Table 18).

The largest portion of expenditures for foreign language activities is allocated to faculty and staff salaries. Table 19 shows the average salary by rank of all who taught any foreign language courses during 1982-1983. The institutional salary averages generally differentiate among ranks, decreasing in increments from Professor to Instructor, but the averages within rank vary markedly across the institutions. For those faculty who teach only in the foreign language discipline, the institutional salary averages for the Professor rank range from $44,265 at the University of Virginia to $24,911 at Christopher Newport College, and for the Associate Professor rank range from $29,289 at the University of Virginia to $21,000 at Clinch Valley College. Only in the Assistant Professor rank is there a relatively narrow range of institutional salary averages. The per-course salary averages for part-time faculty, ranging from $4,225 at Virginia Military Institute to $835 at Old Dominion University, is approximately $1,200 at most of the senior public institutions.

TABLE 18--FOREIGN LANGUAGE EXPENDITURES BY SENIOR PUBLIC INSTITUTIONS, 1982-1983

Institution	Faculty & Staff Salaries	Faculty Develop-ment	Student Support	Library Materials	Equipment	Total Expen-ditures
Chr. Newport	67,680	1,100	1,890	3,200	910	74,780
Clinch Valley	41,356	1,000	0	1,070	0	43,426
George Mason	551,300	24,425	12,000	10,981	7,686	606,392
James Madison	348,025	2,720	18,185	4,503	<1> 5,915	379,349
Longwood	69,950	750	450	2,265	150	73,565
Mary Washington	292,391	3,000	4,500	6,835	2,000	308,726
Norfolk State	94,077	149	<2>	---	846	95,072
Old Dominion	263,035	2,712	2,640	1,575	<3> 4,152	274,114
Radford	116,919	1,553	5,207	3,093	<4> 2,385	129,157
Univ. of Va.	2,113,593	125,253	609,858	677,097	136,081	3,661,882
V. C. U.	365,261	4,814	2,900	22,124	0	395,099
V. M. I.	178,046	8,233	1,800	3,084	5,901	197,064
Va. Tech	602,757	3,180	1,974	29,700	3,596	641,207
Va. State	120,755	1,200	1,300	<5>	800	124,055
William & Mary	916,289	69,229	10,193	25,231	11,177	1,032,119
Total	6,141,435 (76 %)	249,318 (3 %)	672,897 (8 %)	790,758 (10 %)	181,599 (2 %)	8,036,007

<1>Includes $2,915 for supplies.
<2>No specific scholarships are provided for foreign language majors.
<3>Includes $3,284 for supplies.
<4>Includes expenditures for educational supplies.
<5>Included in expenditure for equipment.

TABLE 19--ACADEMIC YEARLY SALARY AVERAGES BY RANK FOR FOREIGN LANGUAGE FACULTY IN SENIOR PUBLIC INSTITUTIONS, 1982-1983 REGULAR SESSION

Institution	Faculty Teaching Only Foreign Languages					
	Full-Time Appointments				Part-Time or Adjunct	GTA's
	Instr.	Asst. Prof.	Assoc. Prof.	Prof.	(per course)	(per course)
Chr. Newport		21,512	22,829	24,911		
Clinch Valley		19,000	21,000		1,000	
George Mason <1>		21,373	25,627	33,512	1,357	938
James Madison		21,550	24,066	28,931	1,100	
Longwood		17,080	24,060	27,610	1,200	
Mary Washington		19,993	22,943	27,180	1,230	
Norfolk St. <2>		18,480	22,671	40,752		
Old Dominion	18,500	20,640	28,380		835	
Radford		19,086		28,010		
Univ. Virginia	12,800	19,779	28,289	44,265	3,435	1,477
V. C. U. <3>		20,900	24,750	35,000	1,305	
V. M. I.		19,600	23,500	26,833	4,225	
Virginia Tech		20,856	28,711	38,211	1,361	
Virgina State		21,731	25,261	28,154		
William & Mary	14,833	19,007	25,714	30,511	2,650	
	Faculty Teaching Foreign Languages and Other Courses					
Chr. Newport						
Clinch Valley			21,800			
George Mason		20,082	25,627	33,130	1,357	
James Madison		27,575				
Longwood						
Mary Washington						
Norfolk St.			24,345			
Old Dominion				30,400	835	
Radford				32,300		
Univ. Virginia		19,000	35,000	63,000	2,484	1,434
V. C. U.			21,500			
V. M. I.						
Virginia Tech		21,100	26,900			
Virgina State		20,049		25,560		
William & Mary						

<1>Does not include salary of department chair.

<2>Salary average for Professor rank includes a 12-month position which has administrative responsibilities outside the department. Only 25 percent of the listed part-time salary is included in expenditures for foreign languages.

<3>Part-time salary is for three-credit course; part-time salary for a four-credit course is $1,740.

The 1982-1983 institutional rank salary averages for the fifteen senior public institutions are shown in Table 20. A comparison of institutional salary averages with the salary averages for foreign language faculty (Table 19) indicates that many of the foreign language faculties may receive less than the average salary paid to their colleagues in comparable academic ranks. Only at Virginia State University are the average salaries of all ranks of the foreign language faculty higher than the institution's rank salary averages.

Faculty salaries account for approximately three-fourths of the total expenditure for foreign language activities in the senior public institutions. Support for faculty development, however, accounts for only three percent of the total expenditure, and nearly 90 percent of this expenditure occurs at three institutions (George Mason University, the University of Virginia, and the College of William and Mary) (Table 18). The institutional self-studies generally noted the difficulty in supporting faculty travel and research, due to the absence of sabbatical leave programs in the state-supported institutions. The self-studies also stressed the adverse effect on faculty who depend upon travel abroad in order to maintain language skills and conduct research in specific foreign languages and literatures.

The self-studies also generally identified the lack of library resources as inhibiting faculty research as well as upper-level instruction in the foreign literatures. Although approximately 10 percent of the total systemwide expenditure for foreign language activities is devoted to library support, approximately 85 percent of the total expenditure is by one institution, the University of Virginia (Table 18).

Most of the senior institutions have language laboratories, which range from multi-channel audio systems in single-purpose facilities that accommodate numerous students to small numbers of cassette players available in learning

TABLE 20--SALARY AVERAGES BY RANK IN SENIOR PUBLIC INSTITUTIONS, 1982-1983

Institution	Instructor	Assistant Professor	Associate Professor	Professor
Christopher Newport College	------	21,100	22,800	27,700
Clinch Valley College		18,900	21,800	27,600
George Mason University	20,600	22,200	27,400	34,700
James Madison University	16,900	21,300	24,800	30,100
Longwood College	15,500	20,000	24,500	29,300
Mary Washington College	17,600	19,000	23,800	27,200
Norfolk State University	16,400	21,000	25,600	30,200
Old Dominion University	17,100	22,300	26,800	36,100
Radford University	16,800	20,600	24,600	30,400
University of Virginia	17,400	22,600	30,700	44,800
Virginia Commonwealth Univ.	17,900	23,700	28,000	34,100
Virginia Military Institute	------	22,000	26,400	31,300
Virginia Tech	18,500	24,200	30,400	40,800
Virginia State University	18,100	20,600	24,400	28,400
William and Mary	16,200	21,400	26,900	33,100

Source: "The Annual Report on the Economic Status of the Profession, 1982-1983," Academe (69, 4), July-August 1983, p. 68.

resource centers. The expenditure level for equipment to support foreign language instruction, approximately two percent for the systemwide funding of the discipline (Table 18), does not appear sufficient to permit replacement or enhancement of the language laboratory equipment. Moreover, the institutions generally have not employed technicians who are qualified to repair and maintain their language laboratory equipment.

No institution has become involved to any significant extent in computer assisted instruction. Publishers of foreign language textbooks are beginning to issue software to accompany basic language texts, and use of this technology will create additional demands for institutional support.

One index of institutional support for a particular discipline is expenditure per student credit hour. Table 21 indicates a systemwide expenditure of $75.80 per student credit hour during 1982-1983, with the individual institutional expenditures ranging from $38.13 at Christopher Newport College to $113. 17 at the University of Virginia. There appears to be little relationship between the number of foreign language credit hours generated and the level of expenditure for the discipline in the senior public institutions. Mary Washington College and Old Dominion University, for example, each generated 6,860 credit hours but their expenditures per credit hour were $45.00 and $39.96, respectively. Conversely, the 15,795 credit hours generated at the College of William and Mary were almost three times the 5,788 generated at James Madison University, but the expenditure per credit hour was virtually the same at both institutions ($65.34 and $65.54, respectively).

Innovative and Cooperative Activities

In the past, the foreign language activities of the public senior institutions appear to have operated in isolation. Little effort had been made to articulate the relationships between the senior institutions and either the

TABLE 21--NUMBER AND RANK OF 1982-1983 FOREIGN LANGUAGE STUDENT CREDIT HOURS, TOTAL EXPENDITURES, AND EXPENDITURE PER STUDENT CREDIT HOUR IN SENIOR PUBLIC INSTITUTIONS

Institution	1982-1983 Crdt Hrs		For. Lang. Expenditure		Expenditure Per Crdt Hr	
	N	Rank*	Amount	Rank*	Amount	Rank*
Chr. Newport	1,961	11 of 15	74,780	13 of 15	38.13	15 of 15
Clinch Valley	435	15 of 15	43,426	15 of 15	99.83	2 of 15
George Mason	9,108	3 of 15	606,392	4 of 15	66.58	6 of 15
James Madison	5,788	8 of 15	379,349	6 of 15	65.54	8 of 15
Longwood	1,125	14 of 15	73,565	14 of 15	63.15	10 of 15
Mary Wash'ton	6,860	6 of 15	308,726	7 of 15	45.00	12 of 15
Norfolk State	1,197	13 of 15	95,072	12 of 15	79.43	3 of 15
Old Dominion	6,860	7 of 15	274,114	8 of 15	39.96	14 of 15
Radford	3,053	9 of 15	129,158	10 of 15	42.31	13 of 15
Univ. of Va.	32,356	1 of 15	3,661,882	1 of 15	113.17	1 of 15
V. C. U.	8,329	5 of 15	395,099	5 of 15	47.44	11 of 15
V. M. I.	2,826	10 of 15	197,064	9 of 15	69.73	5 of 15
Va. Tech	9,005	4 of 15	641,207	3 of 15	71.21	4 of 15
Va. State	1,872	12 of 15	124,055	11 of 15	66.26	7 of 15
William & Mary	15,795	2 of 15	1,032,119	2 of 15	65.34	9 of 15
All 4-Year	105,743		8,036,007		76.00	

*Rankings: 1=Highest, 15=Lowest.

two-year institutions or the secondary schools, although a few institutions had developed articulation agreements with local community colleges or initiated occasional contacts with local school districts. Likewise, efforts to serve the needs of business generally had been limited to the occasional offering of courses in "Commercial German" and the like.

Recently, however, some of Virginia's senior public institutions have initiated various innovative and cooperative activities in the foreign language discipline. In doing so, the institutions have begun to move beyond the traditional boundaries of the literature-based foreign language programs by forging links with business and industry, expanding service to secondary schools and secondary school teachers, and strengthening relationships between institutions. A representative sample of these activities includes the following:

Christopher Newport College has established an interdepartmental program in international culture and provides German classes for local businessmen. Foreign Language faculty also serve as translators and interpreters for community agencies. George Mason University is initiating a certificate program for translators. At James Madison University, the Department of Foreign Languages and Literatures and the School of Business have developed a program in international business that provides foreign language students with business internships. The Department also has established a cooperative program with the National Security Agency for Russian Studies majors.

The University of Virginia has begun a summer institute that provides in a nine week session the equivalent of two years' study of French, German, Italian, Russian, or Spanish. Courses in commercial uses of French, German, and Spanish are being offered, and the Department of French is cooperating with the School of Commerce in incorporating into the undergraduate program various competencies

desirable to the business community. The Department of German is seeking to institutionalize a pilot program in technical and scientific language.

Several institutions have provided summer programs for secondary school teachers, and interest in this endeavor is growing. Virginia Tech, however, is the only public institution in Virginia (as of Fall 1983) to have been designated a regional center to develop a collaborative group of college and secondary school teachers for strengthening the humanities through foreign language and literature studies.

Where proximity permits, senior institutions have cooperated to share each other's strengths. Students at Longwood College may enroll in Latin, Greek, and Russian courses at Hampden-Sydney College. Mary Washington College admits students at Germanna Community College to its foreign language classes, and foreign language majors at both Christopher Newport College and Norfolk State University may enroll in upper-level literature classes offered by Old Dominion University. Foreign language courses at the Virginia Military Institute and at Washington and Lee University are open to students of both institutions.

CHAPTER 3

FOREIGN LANGUAGE ACTIVITIES IN PUBLIC TWO-YEAR INSTITUTIONS

A description of the foreign language discipline in Virginia's two-year public institutions of higher education is presented in this chapter. This systemwide overview, based on institutional self-studies, describes institutional activities during the 1982-1983 academic year and the 1983 Fall term. A detailed description and evaluation of each two-year institution's foreign language activities is found in Appendix I.

Scope of Foreign Language Instruction

Foreign language courses were taught at 20 of Virginia's two-year public institutions during the 1982-1984 academic biennium (Table 22). Three community colleges, Blue Ridge, Eastern Shore, and New River, reported enrolling no students in foreign language courses during the 1982-1983 and 1983-1984 academic years. Through a cooperative agreement, students at Germanna Community College enroll in foreign language courses at Mary Washington College.

French and Spanish were the languages most frequently offered, being taught at 18 of the two-year institutions during at least one year of the biennium. German instruction was available at nine institutions, and Classical and less popular European languages were also offered at several institutions. The greatest variety of languages was available at two urban institutions, Northern Virginia and Tidewater Community Colleges.

Institutional Requirements for Foreign Language Study

All 24 of the two-year public institutions offer one or more associate degree programs designed to prepare students for transfer to a senior institution. These college-transfer programs generally lead to either the Associate of Arts (A. A.) or Associate of Science (A. S.) degree, or, at the smaller community colleges, to the Associate of Arts and Sciences (A. A. & S.)

TABLE 22--LANGUAGE COURSES OFFERED BY TWO-YEAR PUBLIC INSTITUTIONS, 1982-1983 REGULAR SESSION AND FALL 1983

Language	Institution																			
	CV	DSL	D	JSR	JT	LF	ME	NV	PH	PDC	PV	R	SsV	SwV	TN	T	VH	VW	W	RB
Chinese	2																			
French	2	23	2	23	23	23	23	23		23	23	2	3		23	23	23	23	23	23
German	23			23	23			23			23			3		23		23		23
Greek								3												
Hebrew																23				
Italian								23								23				
Japanese	2																			
Latin								23						23						
Russian								3												
Spanish	23	23	23	23	23	2	3	23	23	2	23		2		23	23	23	23	23	23

2 = 1982-1983 Regular Session
3 = Fall 1983

Note: Foreign language courses at Mary Washington College were available to students at Germanna Community College through a cooperative agreement between the institutions.

degree. Only Blue Ridge Community College, Eastern Shore Community College, and Richard Bland College impose no foreign language requirement in any of their degree programs. At the other 21 community colleges, foreign language study is required in at least one college-transfer program. This requirement is generally 24 quarter credit hours, of which half may be waived by some institutions based on two or three years of high school coursework.

Virginia's community colleges include a required foreign language component only in various college-transfer programs, which generally attract only a small proportion of the institutions' total enrollments. This requirement is not rigorously or uniformly enforced throughout the system. Rather, many institutions reported in their self-studies that the frequency of course offerings is dependent upon the availability of faculty and student interest. Moreover, the foreign language degree requirement frequently is waived entirely.

Enrollments in Foreign Languages

Foreign language enrollments in Virginia's two-year public system have declined during the five year period from 1978-1979 to 1982-1983, but the decrease has not been as severe as the nationwide experience. The foreign language enrollments accounted for more than two percent of the total credit hours in three institutions during 1978-1979, but during 1982-1983 only reached this level at Piedmont Virginia Community College. Although 16 of the two-year colleges generated fewer foreign language credit hours in 1982-1983 than they had five years previously, the systemwide decrease in foreign language credit hours (-776, -3.10 %) was relatively modest. Moreover, at seven of the two-year colleges, foreign language enrollments increased over the five-year period.

A comparison of headcount enrollments in foreign language courses offered by the two-year institutions during Fall 1982 and Fall 1983 indicates that the

TABLE 23--COMPARISON OF FOREIGN LANGUAGE WITH OTHER DISCIPLINE LOWER LEVEL CREDIT HOURS IN TWO-YEAR PUBLIC INSTITUTIONS, 1978-1979 AND 1982-1983

	Credit Hours by Discipline		Lower Division Language Credit Hours	
	Languages Only	All Disciplines	% of Institutional Total Credit Hours	% of Systemwide Total Credit Hours
		1978-1979		
BRCC	160	44,440	0.36	0.64
CVCC	750	71,852	1.04	2.99
DSLCC	185	25,599	0.72	0.74
DCC	516	65,292	0.79	2.06
ESCC	187	9,469	1.97	0.75
JSRCC	2,049	165,680	1.24	8.18
JTCC	458	66,619	0.69	1.83
LFCC	144	34,373	0.42	0.57
MECC	144	31,868	0.45	0.57
NRCC	96	58,058	0.17	0.38
NVCC	12,867	611,519	2.10	51.34
PHCC	232	24,550	0.94	0.93
PDCCC	136	26,978	0.50	0.54
PVCC	1,158	50,796	2.32	4.62
RCC	220	26,747	0.82	0.88
SsVCC	57	33,667	0.17	0.23
SwVCC	147	56,341	0.26	0.59
TNCC	800	122,998	0.65	3.19
TCC	2,305	318,615	0.72	9.20
VHCC	524	37,700	1.39	2.09
VWCC	1,236	116,779	1.06	4.93
WCC	184	48,774	0.38	0.74
RBC	508	20,055	2.53	2.03

Total Lower Level Foreign Language Credit Hours, 1978-1979: 25,063.

TABLE 23--Continued

	Credit Hours by Discipline		Lower Division Language Credit Hours	
	Languages Only	All Disciplines	% of Institutional Total Credit Hours	% of Systemwide Total Credit Hours
	1982-1983			
BRCC	0	...	0.00	0.00
CVCC	445	77,345	0.58	1.83
DSLCC	158	25,706	0.61	0.65
DCC	481	71,695	0.67	1.98
ESCC	0	...	0.00	0.00
JSRCC	2,174	202,366	1.07	8.95
JTCC	880	79,823	1.10	3.62
LFCC	120	36,402	0.33	0.49
MECC	100	37,102	0.27	0.41
NRCC	<a> 136	63,184	0.22	0.56
NVCC	13,479	703,979	1.91	55.50
PHCC	123	27,884	0.44	0.51
PDCCC	76	15,427	0.49	0.31
PVCC	1,684	59,462	2.83	6.93
RCC	64	25,849	0.25	0.26
SaVCC	<b> (24)	...	...	...
SwVCC	75	66,984	0.11	0.31
TNCC	796	136,759	0.58	3.28
TCC	1,328	341,288	0.39	5.47
VHCC	252	44,201	0.57	1.04
VWCC	1,266	126,831	1.00	5.21
WCC	372	45,715	0.81	1.53
RBC	278	18,801	1.48	1.14

Total Lower Level Foreign Language Credit Hours, 1982-1983: 24,287.

Source: Enrollment data submitted annually by public institutions to the Council of Higher Education.

<a>Institution's self-study reported to the Task Force that no foreign language instruction occurred during 1982-1983.

<b>Credit hours reported only in the institution's self-study submitted to the Task Force on Foreign Languages.

enrollment decline of the past five years may be ending (Table 24). Although the systemwide headcount enrollment in foreign languages increased by only four, more students at 11 of 21 institutions (including Germanna Community College) were enrolled in foreign language courses in Fall 1983 than during the previous Fall term. The absence of any foreign language enrollments at Rappahannock Community College during Fall 1983 was matched by the reappearance of enrollments in the discipline at Southwest Virginia Community College.

The Foreign Language Curriculum

The foreign language offerings of the two-year institutions generally are introductory courses that stress language skills. The number of languages taught during an academic year generally ranges from one to three. Only at Northern Virginia and Tidewater Community Colleges are five or more languages available even at the introductory level, and at several institutions no intermediate courses are taught. This lack of intermediate courses seems to contradict the widespread placement policy of waiving first-year, introductory courses for students with previous high school coursework in the language.

The introductory courses generally include a laboratory component, and oral proficiency is included in the language development component of the curricula. Although the technical facilities to support the language laboratory component of the instruction vary considerably among the institutions, the self-studies indicated that the institutions generally expect their students to have achieved an ACTFL/ETS oral proficiency level of "Intermediate-High" by the end of the second year of study.

The average enrollments in foreign language classes vary greatly across the institutions both by language and by course level. Table 25 indicates Fall 1983 average class sizes for each foreign language taught in each two-year public institution. Over two-thirds of the courses offered were at the introductory

TABLE 24--FOREIGN LANGUAGE COURSE HEADCOUNT ENROLLMENTS IN TWO-YEAR PUBLIC INSTITUTIONS, FALL 1982 AND FALL 1983

Institution	Fall 1982	Fall 1983
Central Virginia	71	83
D. S. Lancaster	19	9
Danville	48	39
Germanna	7	22
J. S. Reynolds	246	221
John Tyler	144	68
Lord Fairfax	16	17
Mountain Empire	10	11
Northern Virginia	1,481	1,496
Patrick Henry	16	14
Paul D. Camp	15	10
Piedmont Virginia	174	186
Rappahannock	4	
Southside Virginia	8	10
Southwest Virginia		35
Thomas Nelson	65	67
Tidewater	147	192
Virginia Highlands	23	25
Virginia Western	164	148
Wytheville	36	31
Richard Bland	49	63
Total	2,743	2,747

Note: Enrollments reported by Germanna Community College are students taking foreign language classes at Mary Washington College.

TABLE 25--TWO-YEAR PUBLIC INSTITUTION AVERAGE CLASS SIZE
BY FOREIGN LANGUAGE AND COURSE LEVEL, FALL 1983

Institution	Language	Introductory		Intermediate		Total	
		N	Average	N	Average	N	Average
Central Virginia	German	1	10.00			1	10.00
	Spanish	1	24.00	2	10.00	3	14.06
D. S. Lancaster	French	1	3.00	1	1.00	2	2.00
	Spanish	1	2.00	1	3.00	2	2.50
Danville	Spanish	1	20.00	2	9.50	3	13.00
J. S. Reynolds	French	2	22.50	1	9.00	3	18.00
	German	1	28.00			1	28.00
	Spanish	4	25.25	2	17.50	6	22.67
John Tyler	French	1	12.00			1	12.00
	German	1	19.00			1	19.00
	Spanish	3	25.33			3	25.33
Lord Fairfax	French	1	17.00			1	17.00
Mountain Empire	French	1	7.00			1	7.00
	Spanish	1	4.00			1	4.00
Northern Virginia	French	12	18.42	1	25.00	13	18.92
	German	6	16.00	2	11.00	8	14.75
	Greek	1	22.00			1	22.00
	Italian	2	25.50			2	25.50
	Latin	1	22.00			1	22.00
	Russian	1	16.00			1	16.00
	Spanish	14	16.86	4	15.50	18	16.56
Patrick Henry	Spanish	1	9.00	2	2.50	3	4.67
Paul D. Camp	French	1	10.00			1	10.00
Piedmont Virginia	French	3	22.66	1	16.00	4	21.00
	German	2	18.00	1	3.00	3	13.00
	Spanish	3	29.00	1	22.00	4	27.25
Southside Virginia	French	1	10.00			1	10.00
Southwest Virginia	German	1	10.00			1	10.00
	Latin	1	17.00	1	6.00	2	11.50
Thomas Nelson	French	1	22.00	1	5.00	2	13.50
	Spanish	2	17.50	1	6.00	3	14.30

TABLE 25—Continued

Institution	Language	Introductory		Intermediate		Total	
		N	Average	N	Average	N	Average
Tidewater	French	1	35.00			1	35.00
	German	1	25.00			1	25.00
	Hebrew	1	14.00			1	14.00
	Italian	1	18.00			1	18.00
	Spanish	3	27.00	2	9.50	5	20.00
Virginia Highlands	French			1	7.00	1	7.00
	Spanish	1	18.00			1	18.00
Virginia Western	French	2	25.00	1	15.00	3	21.67
	German	1	30.00	1	13.00	2	21.50
	Spanish	1	29.00	1	11.00	2	20.00
Wytheville	French	1	11.00	1	4.00	2	7.50
	Spanish	2	9.50	1	8.00	3	9.00
Richard Bland	French	1	8.00	2	5.50	3	6.33
	German	2	5.00	2	5.50	4	5.25
	Spanish	1	13.00	1	10.00	2	11.50
All Two-Year Institutions	French	29	18.00	10	9.30	39	15.74
	German	16	16.44	6	8.17	22	14.18
	Greek	1	22.00			1	22.00
	Hebrew	1	14.00			1	14.00
	Italian	3	23.00			3	23.00
	Latin	2	19.50	1	6.00	3	15.00
	Russian	1	16.00			1	16.00
	Spanish	39	20.33	20	11.00	59	16.51
	All Langs.	92	18.47	37	9.95	129	16.02

level, and the systemwide average class size for this level is approximately double that for the intermediate courses. This pattern is not as easily discernible within individual institutions, nor is there a clear relationship between the number of courses offered and the average class size in a given language. An average class size exceeding 25 students in introductory-level foreign language courses occurred at four community colleges: J. Sargeant Reynolds (28 in German), Piedmont Virginia (29 in Spanish), Tidewater (35 in French, 27 in Spanish), and Virginia Western (30 in German, 29 in Spanish).

Few of the two-year public institutions reported having regular procedures for the evaluation of the foreign language curricula. The procedures that do exist consist mainly of student evaluations of faculty teaching. Although course offerings in the community colleges are prescribed by the Virginia Community College System's State Curriculum Guide,[1] there is apparently no periodic review of the institutions' foreign language offerings by the System's central offices.

Faculty

During the Fall 1983 term, the foreign language activities in Virginia's two-year public institutions were conducted by 33 full-time and 45 part-time faculty (Table 26). Almost half of the full-time faculty taught at two community colleges, 11 at Northern Virginia and four at Piedmont Virginia. Foreign language instruction was offered by two full-time faculty at five, and by a single full-time faculty member at eight institutions. Three institutions relied entirely on part-time faculty to offer foreign language instruction. More than three-fourths of the full-time faculty held senior academic rank, with 17 (52 %) holding the rank of Associate Professor.

---

[1](Richmond: Virginia Community College System, 1982.)

TABLE 26--FACULTY TEACHING FOREIGN LANGUAGES
IN TWO-YEAR PUBLIC INSTITUTIONS, FALL 1983

Institution	Full-Time Faculty Appointments						Adjunct or Part-Time Faculty
	Professor	Associate Professor	Assistant Professor	Instructor	Total	Number Tenured	
Central Va.			1		1		1
D S Lancaster		1			1		
Danville		1			1		
J S Reynolds	1			1	2		5
John Tyler	1	1			2	1	
Lord Fairfax							1
Mtn. Empire							<1> 1
Northern Va.	4	5	2		11		26
Pat. Henry							1
Paul D. Camp		1			1		
Piedmont Va.		3	1		4		1
Southside Va.		1			1		
Southwest Va.	1				1		1
Thomas Nelson		1			1	1	
Tidewater		1		1	2		5
Va. Highlands		1			1		
Va. Western	1		<2> 1		2		1
Wytheville							2
Richard Bland		1	1		2	2	
Total	8 (24 %)	17 (52 %)	6 (18 %)	2 (6 %)	33	4 (12%)	45

<1>Half-time, shared with Virginia Highlands Community College.
<2>Position is half-time instructional, half-time administrative.

Foreign languages are taught by part-time faculty at eleven of the institutions. At four of these, Lord Fairfax, Mountain Empire, Patrick Henry, and Wytheville Community Colleges, all foreign language instruction is offered by part-time faculty. At three other community colleges (J. S. Reynolds, Northern Virginia, and Tidewater), more than 70 percent of the total foreign language faculty hold part-time appointments.

A profile of the foreign language faculty is presented in Table 27. Eleven (33 %) of the full-time and 13 (29 %) of the part-time faculty hold the doctorate, and this group teaches at eight of the 19 institutions offering foreign language instruction. Seventeen of the faculty, teaching at 10 institutions, are native speakers, and all foreign language faculty at 14 of the institutions have lived abroad. Although research is not emphasized in the two-year public colleges, ten of the foreign language faculty have published within the past five years.

The Fall 1983 workload of all faculty who taught foreign languages in the two-year institutions is presented in Table 28. The 33 full-time faculty who offered foreign language instruction during the Fall 1983 term taught an average of 13.73 quarter credit hours, but institutional average work loads ranged from 8.00 quarter credit hours at Virginia Highlands Community College to 23.00 quarter credit hours at D. S. Lancaster Community College. Fifteen quarter credit hours typically are considered the maximum effective workload in two-year institutions that do not emphasize publication as a criterion for promotion, tenure, and salary adjustments. This threshold was exceeded at four community colleges (D. S. Lancaster, Southside Virginia, Southwest Virginia, and Tidewater). The average workload of the full-time faculty at Richard Bland College, 16.50 credit hours, also exceeded the twelve credit hour maximum for institutions on a semester schedule. The systemwide average workload of the 45

TABLE 27--PROFILE OF FOREIGN LANGUAGE FACULTY
IN TWO-YEAR PUBLIC INSTITUTIONS, FALL 1983

Inst.	Number of Faculty	Doctorates		Native Speakers		Resident Abroad		Published*	
		N	%	N	%	N	%	N	%
Full-Time Faculty									
CVCC	1	0	...	1	100	1	100	1	100
DSLCC	1	0	...	0	...	1	100	0	...
DCC	1	0	...	0	...	1	100	0	...
JSRCC	2	1	50	0	...	2	100	1	50
JTCC	2	1	50	1	50	1	50	1	50
LFCC	0	...	...	...	...	...	...	...	...
MECC	0	...	...	...	...	...	...	...	...
NVCC	11	4	36	4	36	7	64	3	27
XY#PHCC	0	...	...	...	...	...	...	...	...
PDCCC	1	0	...	0	...	1	100	0	...
PVCC	4	3	75	1	25	4	100	2	50
SaVCC	1	0	...	0	...	1	100	0	...
SwVCC	1	1	100	0	...	0	...	0	...
TNCC	1	0	...	0	...	1	100	1	100
TCC	2	0	...	0	...	2	100	0	...
VHCC	1	0	...	1	100	1	100	0	...
VWCC	2	1	50	1	50	2	100	0	...
WCC	0	...	...	...	...	...	...	...	...
RBC	2	0	...	1	50	2	100	0	...
Total	33	11	33	10	30	27	82	9	27
Part-Time Faculty									
CVCC	1	0	...	0	...	1	100	0	...
DSLCC	0	...	...	...	...	...	...	...	...
DCC	0	...	...	...	...	...	...	...	...
JSRCC	5	1	20	1	20	5	100	0	...
JTCC	0	...	...	...	...	...	...	...	...
LFCC	1	0	...	0	...	1	100	0	...
MECC	1	0	...	1	100	1	100	0	...
NVCC	26	9	35	1	4	12	46	1	4
PHCC	1	0	...	0	...	0	...	0	...
PDCCC	0	...	...	...	...	...	...	...	...
PVCC	1	1	100	0	...	1	100	0	...
SaVCC	0	...	...	...	...	...	...	...	...
SwVCC	1	0	...	0	...	0	...	0	...
TNCC	0	...	...	...	...	...	...	...	...
TCC	5	2	40	3	60	5	100	0	...
VHCC	0	...	...	...	...	...	...	...	...
VWCC	1	0	...	1	100	1	100	0	...
WCC	2	0	...	0	...	1	50	0	...
RBC	0	...	...	...	...	...	...	...	...
Total	45	13	29	7	16	28	62	1	2

*Authored, co-authored, or edited publications appearing 1979 through 1983.

TABLE 28--TOTAL WORKLOAD OF FOREIGN LANGUAGE FACULTY
IN TWO-YEAR PUBLIC INSTITUTIONS, FALL 1983

Institution	Full-Time Faculty				Part-Time Faculty			
	Number of Faculty	Total Sections Taught	Headct. Students Taught	Average Credt Hr Workload	Number of Faculty	Total Sections Taught	Headct. Students Taught	Average Credt Hr Workload
CVCC	1	4	73	14.00	1	1	12	4.00
DSLCC	1	7	73	23.00	0			
DCC	1	4	54	11.00+	0			
JSRCC	2	6	139	10.50	5	5	92	3.80
JTCC	2	7	136	13.00	0			
LFCC	0				1	1	17	4.00
MECC	0				1	2	11	6.00
NVCC	11	41	746	13.36	26	44	738	6.08
PHCC	0				1	3	14	9.00
PDCCC	1	4	41	15.00	0			
PVCC	4	12	251	11.25	1	1	24	3.00
SsVCC	1	5	89	16.00	0			
SwVCC	1	7	213	22.00	1	1	10	4.00
TNCC	1	5	70	20.00	0			
TCC	2	10	191	16.00	5	8	178	5.40
VHCC	1	2	25	8.00	0			
VWCC	2	5	108	10.00	1	2	40	8.00
WCC	0				2	5	40	9.50
RBC	2	10	66	16.50	0			
All	33	159	2,275	13.73	45	73	1,176	5.71

Note: This table indicates the total workload of the foreign language faculty, some of whom teach courses in other disciplines.

part-time faculty was 5.71 quarter credit hours, and institutional averages ranged from 3.00 at Piedmont Virginia to 9.50 at Wytheville Community College.

Institutional Support

Support for the foreign language activities in Virginia's two-year public institutions includes provision for instructional and support personnel, faculty development, financial assistance to students, and the acquisition of library materials and other instructional equipment (Table 29).

The largest portion of expenditures for foreign language activities is allocated to faculty and staff salaries. Table 30 shows the average salary by rank of all who taught any foreign language courses during 1982-1983. The institutional salary averages generally differentiate among ranks, decreasing in increments from Professor to Instructor, but the averages within rank for those faculty who taught only in the foreign language discipline vary markedly across ranks. The lowest Professor salary average ($21,000 at Danville Community College), for example, is exceeded by two institutional average salaries for the Associate Professor and Assistant Professor ranks. Equally wide variations occur in salary averages per course for part-time faculty, ranging from $2,562 at Lord Fairfax Community College to $450 at Patrick Henry Community College.

The 1982-1983 institutional rank salary averages for the two-year public institutions are shown in Table 31. A comparison of institutional salary averages with the salary averages for foreign language faculty (Table 30) indicates that many foreign language faculty may receive more than the average salary paided to their colleagues holding comparable academic ranks in other disciplines. This is especially true at the Assistant Professor rank, where the average salary for foreign language faculty at that rank exceeds the institutional average at all institutions except Piedmont and Richard Bland.

TABLE 29--FOREIGN LANGUAGE EXPENDITURES BY TWO-YEAR PUBLIC INSTITUTIONS, 1982-1983

Institution	Faculty & Staff Salaries	Faculty Development	Student Support	Library Materials	Equipment	Total Expenditures
Central Va.	23,270	120	0	27	459	23,876
D S Lancaster	9,339	200	0	200	0	9,739
Danville	21,175	795	0	500	1,558	24,028
Eastern Shore	63	0	0	25	0	88
Germanna	0	0	980	0	0	980
J. S. Reynolds	61,082	0	1,205	780	57	63,124
John Tyler	51,866	500	300	200	100	52,966
Lord Fairfax	2,562	0	0	0	25	2,587
Mountain Empire	27,748	431	0	100	0	28,279
Northern Va.	418,602	1,030	69,852	3,776	0	493,260
Patrick Henry	1,700	0	0	0	277	1,977
Paul D. Camp	11,200	500	0	406	250	12,356
Piedmont Va.	43,945	603	0	670	0	45,218
Rappahannock	2,400	200	0	100	0	2,700
Southside Va.	300	0	0	0	0	300
Southwest Va.	640	0	0	0	0	640
Thomas Nelson	26,751	0	0	182	0	26,933
Tidewater	24,508	406	0	2,094	6,560	33,568
Va. Highlands	20,390	0	0	0	0	20,390
Va. Western	51,440	0	0	0	313	51,753
Wytheville	10,133	0	0	150	611	10,894
Richard Bland	37,461	71	0	0	43	37,575
Total	846,575 (89.7 %)	4,856 (0.5 %)	72,337 (7.7 %)	9,210 (1.0 %)	10,253 (1.1 %)	943,231

TABLE 30--ACADEMIC YEARLY SALARY AVERAGES BY RANK FOR FOREIGN LANGUAGE FACULTY IN TWO-YEAR PUBLIC INSTITUTIONS, 1982-1983 REGULAR SESSION

Institution	Full-Time Appointments				Part-Time or Adjunct (per course)
	Instr.	Asst.	Assoc.	Prof.	
Faculty Teaching Only Foreign Languages					
Central Va.					635
Danville			21,000		
J. S. Reynolds	11,958			28,052	720
Lord Fairfax					2,562
Mtn. Empire					10,338 <1>
Northern Va.		22,499	25,595	27,251	924
Patrick Henry					450
Piedmont Va.		17,634	18,505		900
Rappahannock					800
Southside Va.					300
Thomas Nelson			23,171		
Tidewater					668
Va. Highlands		20,390			
Va. Western		22,315		26,725	600
Wytheville					640
Richard Bland		15,300	20,100		
Faculty Teaching Foreign Languages and Other Courses					
Central Virginia		22,000			
D. S. Lancaster			22,000		
John Tyler			23,495	28,371	
Mtn. Empire		17,410			
Paul D. Camp			22,550		
Piedmont Va.			52,932		900
Southside Va.			21,573		
Southwest Va.				25,318	
Tidewater	19,930	21,565			680

<1>Part-time salary is for instructor who also teaches at Virginia Highlands Community College.

TABLE 31--SALARY AVERAGES BY RANK IN TWO-YEAR PUBLIC INSTITUTIONS, 1982-1983

Institution	Instructor	Assistant Professor	Associate Professor	Professor
Blue Ridge	17,300	20,500	24,000	------
Central Virginia	------	20,400	23,700	25,900
D. S. Lancaster		19,800	23,000	
Danville	16,400	19,300	22,400	------
Eastern Shore			------	
Germanna		19,900	------	
J. Sargeant Reynolds	16,600	19,900	22,600	25,100
John Tyler	16,200	19,400	23,100	25,100
Lord Fairfax	------	19,000	21,300	------
Mountain Empire	16,300	18,600	20,900	
New River	16,000	19,100	23,000	25,500
Northern Virginia	17,500	21,000	24,500	27,400
Patrick Henry	15,700	20,100	22,800	
Paul D. Camp	17,300	19,000	22,000	
Piedmont Virginia	16,100	18,700	21,300	------
Rappahannock	16,400	------	------	
Southside Virginia	15,500	19,400	21,200	
Southwest Virginia	17,200	20,400	22,800	24,300
Thomas Nelson	16,800	20,000	22,700	26,200
Tidewater	17,100	19,800	22,800	25,400
Virginia Highlands	16,000	19,900	22,700	
Virginia Western	17,100	19,800	23,700	26,700
Wytheville	------	19,400	22,700	------
Richard Bland		18,800	22,900	------

Source: "The Annual Report on the Economic Status of the Profession, 1982-1983," Academe (69, 4), July-August 1983, p. 68.

Faculty salaries accounted for approximately 90 percent of the total expenditure for foreign language activities in the two-year public institutions during 1982-1983 (Table 29). Support for faculty development, however, accounted for less than one percent of the total expenditure, and only 12 of the two-year institutions spent funds for this purpose. Moreover, the level of institutional expenditure ranged from $1,030 (less than $100 per full-time faculty member) at Northern Virginia Community College to $61 at Southside Virginia Community College.

Expenditures for library materials and equipment each accounted for approximately one percent of the total foreign language expenditure. Two institutions, Northern Virginia and Tidewater Community Colleges, accounted for more than half the total expenditure for library materials, and equipment purchases at Tidewater Community College accounted for more than 60 percent of the systemwide expenditure for equipment (Table 29). Twelve of the two-year institutions provide audio-based instructional support, ranging from fully-equipped language laboratories to cassette players available in Learning Resource Laboratories, and several institutions have installed computer software to support vocabulary drill and grammar instruction. The expenditure level for equipment, however, clearly is not sufficient to permit ongoing support or enhancement of these activities.

Institutional support for foreign language instruction, expressed as expenditure per student credit hour, is shown in Table 32. During 1982-1983, the systemwide expenditure was $39.26, and the expenditure level at eight two-year institutions fell below the systemwide average. The wide range in the expenditure levels of similar institutions is perhaps attributable to each institution's mix of part-time and full-time salaries: for example, Lord Fairfax and Mountain Empire Community Colleges generated 120 and 100 student credit

TABLE 32—NUMBER AND RANK OF 1982-1983 FOREIGN LANGUAGE STUDENT CREDIT HOURS, TOTAL EXPENDITURES, AND EXPENDITURE PER STUDENT CREDIT HOUR IN TWO-YEAR PUBLIC INSTITUTIONS

Institution	1982-1983 Crdt Hrs		For. Lang. Expenditure		Expenditure Per Crdt Hr	
	N	Rank*	Amount	Rank*	Amount	Rank*
Central Va.	445	9 of 20	23,876	11 of 20	53.65	7 of 20
D S Lancaster	158	13 of 20	11,539	14 of 20	73.03	5 of 20
Danville	481	8 of 20	24,028	10 of 20	49.95	8 of 20
Eastern Shore	<1> 0	...	<1> 88	...	<1> ...	...
Germanna	<2> 0	...	<2> 980	...	<2> ...	...
J. S. Reynolds	2,174	2 of 20	63,124	2 of 20	29.04	14 of 20
John Tyler	880	6 of 20	52,966	3 of 20	60.19	6 of 20
Lord Fairfax	120	15 of 20	2,587	17 of 20	21.56	17 of 20
Mtn. Empire	100	16 of 20	28,279	8 of 20	282.79	1 of 20
New River	<3> 136	...	0	...	0.00	...
Northern Va.	13,479	1 of 20	493,260	1 of 20	36.59	11 of 20
Patrick Henry	123	14 of 20	1,765	18 of 20	14.35	18 of 20
Paul D. Camp	76	17 of 20	12,356	13 of 20	162.58	2 of 20
Piedmont Va.	1,684	3 of 20	45,218	5 of 20	26.85	15 of 20
Rappahannock	64	19 of 20	2,700	16 of 20	42.19	9 of 20
Southside Va.	<4> (24)	20 of 20	300	20 of 20	12.50	19 of 20
Southwest Va.	75	18 of 20	640	19 of 20	8.53	20 of 20
Thomas Nelson	796	7 of 20	26,933	9 of 20	33.84	12 of 20
Tidewater	1,328	4 of 20	33,568	7 of 20	25.28	16 of 20
Va. Highlands	252	12 of 20	20,390	12 of 20	80.9.	4 of 20
Va. Western	1,266	5 of 20	51,753	4 of 20	40.88	10 of 20
Wytheville	372	10 of 20	10,894	15 of 20	29.28	13 of 20
Richard Bland	278	11 of 20	37,575	6 of 20	135.16	3 of 20
All 2-Year	<5> 24,175		<6> 943,751		39.04	

*Rankings: 1=Highest, 20=Lowest.

<1>Expenditures were in preparation for foreign language courses that failed to enroll students.

<2>Expenditures were for support of students enrolled in foreign language courses at Mary Washington College.

<3>Although New River Community College's self-study reported no foreign language instructional activities, the college previously had reported generating 136 credit hours in the discipline during 1982-1983.

<4>Southside Virginia Community College had reported to the Council of Higher Education that no foreign language credit hours were generated during 1982-1983, but its self-study reported 8 headcount enrollments in a 3-credit Spanish course.

<5>Total credit hours adjusted by excluding 136 credit hours reported by New River Community College and including 24 credit hours not reported by Southside Virginia Community College.

<6>Total expenditures adjusted by deleting reported expenditures of Eastern Shore, Germanna, and New River Community Colleges.

hours, respectively, but the expenditure per student credit hour at Mountain Empire ($282.79) was more than ten times that at Lord Fairfax ($21.56). Nevertheless, there is nc discernible relationship between the total student credit hours generated and the level of institutional expenditure for the foreign language activity.

Innovative and Cooperative Activities

The foreign language activities in Virginia's two-year public institutions, like those in the public four-year sector, seem to have developed and existed in isolation. The articulation between community college and senior institution, implicit in the college-transfer programs of the Community College System, appears largely undeveloped. Likewise, despite ties of governance and history, there are virtually no cooperative or joint activities between Richard Bland College and the College of William and Mary. Given the general silence on this subject in the institutional self-studies, Northern Virginia Community College's coordination of its foreign language curriculum with that of George Mason University and Thomas Nelson Community College's development of a two-plus-two transfer arrangement with Christopher Newport College are notable exceptions to the usual practice. Northern Virginia Community College also has established an arrangement with Marymount College in Arlington, whereby the senior institution lists the foreign language offerings at the community college with its own schedule of classes.

Despite the general lack of effective articulation with the public senior institutions, a variety of innovative and cooperative activities has developed recently in the two-year institutions which demonstrate the potential benefits of similar efforts at other institutions. Central Virginia Community College has established a Cross-Cultural and Foreign Language Resource Center that offers self-instruction courses in a variety of languages. The Center also

supports the efforts of the Export Expansion Program to strengthen international business ties in the area. Local business needs are also addressed by John Tyler Community College through the provision of German courses.

Northern Virginia Community College has developed summer study programs for travel in France, Germany, and Spain. Piedmont Virginia Community College actively seeks native speakers to provide occasional lectures and encourages student foreign language clubs. The French Club at Southside Virginia Community College has received modest funding and is provided with college transportation to attend appropriate cultural events. Virginia Western Community College, in a consortium with Hollins College and Roanoke College, sponsors an annual French and Spanish drama contest for local high schools.

CHAPTER 4

ISSUES AND RECOMMENDATIONS RELATING TO FOREIGN LANGUAGE ACTIVITIES

An assessment of the foreign language discipline in Virginia's public system of higher education is a complex --and sometimes perplexing-- undertaking. Not only do the individual characteristics of each of the thirty-nine public institutions vary considerably, thereby creating a great diversity of educational environments in which foreign language activities occur, the scope and level of foreign language instruction differs greatly among the institutions Nevertheless, based on the institutional self-studies and observations made at the regional public hearings, the Task Force has identified a number of issues relating to the current status of the foreign language discipline in Virginia public higher education. These issues, broadly grouped under the categories of institutional requirements for foreign language study, foreign language curriculum and instruction, foreign language faculty, and the development and coordination of the discipline, have system-wide implications. This chapter discusses each of the issues identified by the Task Force and presents recommendations for addressing them.

Institutional Requirements for Foreign Language Study

Virtually all of Virginia's 39 public institutions express a commitment to the liberal arts and recognize the importance of foreign language study, both for its humanistic and cultural values and as a necessary communication tool for an increasingly international society. The institutions' curriculum requirements, however, with a few exceptions do not reflect this professed commitment. At a time when foreign language study is being encouraged in Virginia's secondary schools and high school enrollments in the discipline are expanding significantly, most of Virginia's public institutions of higher education do not require foreign language study for admission, and many do not test matriculating

students for appropriate placement in language courses according to ability. Likewise, the institutions' requirements for graduation are equally varied, and a large proportion of students may now complete their undergraduate education without any exposure to foreign languages.

Foreign Language Requirements for Admission

Only six of the 15 senior public institutions now require two years of foreign language study at the secondary level as a qualification for admission. Three of these exempt students seeking admission to programs in Computer Science, Mathematics, and Engineering, and Business. The other nine senior and all 24 two-year institutions have no foreign language admission requirement. The lack of this essential cornerstone to the entire post-secondary structure of the discipline creates several immediate problems.

The negative message concerning the importance of foreign language study that the absence of a foreign language admissions requirements sends to the state's secondary schools is obvious. It has long been recognized that foreign languages are best learned at an early age and therefore that language study should begin before, rather than in, college. The State Board of Education's recent adoption of the Advanced Studies Diploma, requiring three high school units of one, or two units of two, foreign languages is a manifestation of this belief. Nevertheless, many institutions admit students who have not had prior foreign language study, thus negating the efforts of Virginia's high schools to require more foreign language units. This practice also creates an inflated enrollment in introductory language courses that more properly belong at the secondary level. The Task Force therefore recommends that

- Each senior institution, as soon as possible and by no later than Fall 1988, require that all matriculating students have completed at the secondary level either two years of each of two foreign languages or (preferably) three years of one foreign language.

Foreign Language Requirements for Graduation

The study of foreign languages is included in the graduation requirements of at least one baccalaureate program at each senior public institution. One institution, the College of William and Mary, requires two years of foreign language study of all undergraduate students. Ten senior institutions require two years of study in all programs leading to the Bachelor of Arts degree, and the other four institutions require foreign language study in specific degree programs. The Associate of Arts degree in Liberal Arts, the predominant college-transfer program in the two-year public system, includes two years of language study at 19 community colleges and one year at one community college (Lord Fairfax). Two of these institutions also have a two-year requirement for the Associate of Arts in Fine Arts or in Visual and Performing Arts degrees. Three community colleges and Richard Bland College have no foreign language requirements for graduation.

The general abolition of the language requirement for graduation during the 1960's brought about a critical decline in language study in the United States, not only in institutions of higher education but also in the secondary schools whose college-preparatory curricula automatically reflect trends in college admission and graduation requirements. Moreover, many business and scientific programs (and indeed the Bachelor of Science degree in general) traditionally --but with no rational justification-- have excluded foreign languages from their degree requirements. Many institutions have labored under the false impression that the curriculum standards of specialized accrediting bodies in the Business and Engineering disciplines prevent or inhibit the study of foreign languages by undergraduate majors in those disciplines. That this assumption is incorrect is demonstrated by the two-year language requirement met by all students in the accredited Business Administration program at the College of

William and Mary and by the current upper-level language enrollments at Virginia Tech, many of which are students in accredited programs in the College of Engineering.

The absence of language requirements in professional programs such as Business and Engineering, as well as in most programs leading to the Bachelor of Science degree, has led to the general illiteracy in foreign languages so criticized in recent national studies. Likewise, the absence of foreign language study as a component of the general education of the undergraduate has created a serious void in the liberal education of successive generations of college students. To remedy this critical defect, the Task Force recommends that

- Each senior institution as soon as possible require a minimum of two years of study, or its equivalent, in one foreign language for all baccalaureate programs leading to the Bachelor of Arts or Bachelor of Science degree.
- Each senior institution encourage students enrolled in all other baccalaureate programs to complete at least one (and preferably two) years of study of a foreign language.
- Each two-year institution as soon as possible require a minimum of two years of study, or its equivalent, in one foreign language for all college-transfer degree programs.

Placement Testing of Foreign Language Students

The phrase "or its equivalent" in the three recommendations above is intended to imply that the student, upon fulfilling the requirement, will have attained some identified minimal level of competency in the foreign language. Almost all of the institutions that now have a foreign language requirement for graduation make this assumption, considering the sequence of lower-level courses to provide intermediate-level competency. With the increasing emphasis on foreign language instruction in the secondary schools, however, it is probable that a growing proportion of entering students will achieve the expected competency level in less than two years of study. The proper placement of these

students according to ability therefore becomes ever more important.

Nine of the senior public institutions and five community colleges now administer language placement tests to matriculating students. These tests, which range from the College Entrance Examination Board language examination and the Modern Language Association's Cooperative Foreign Language Test (developed by the Educational Testing Service) to local examinations devised by foreign language departments, are used for placement of students at specific course levels. At five senior institutions, achievement of a specific score will exempt the student from the institution's language requirement. Two of the senior institutions grant college credit by examination or for high school study, and three of the community colleges grant college credit through College Level Examination Program (CLEP) examinations.

The placement of students who have studied a foreign language in high school generally is accomplished through the assessment of the secondary school experience. Six senior and 19 two-year institutions use this process, but there is no consistency in the criteria for placement. Students at various institutions are placed in intermediate (200 level) courses depending upon prior study at the secondary level ranging from one to three years. Given the variations in intensity and duration of the prior foreign language study of entering students, the Task Force believes that proper placement is most effectively determined by standardized testing, and therefore recommends that

- Each institution administer a comprehensive test to all students upon matriculation or transfer for the purpose of placement according to their competency in comprehending, speaking, reading, and writing the tested language.

Many of the national studies referred to in Chapter 1 indicated a need for a "common yardstick" to measure competence in foreign languages. This need is as evident in Virginia's public institutions as elsewhere in the nation. The Task Force requested that the institutions use the ACFTL/ETS proficiency

definitions to describe the competency levels expected of their students. It is doubtful, however, that the institutions had sufficient knowledge of, or experience with, the ACTFL/ETS definitions and examinations to ensure uniformity in their responses. Such a capability is essential to measure the actual proficiency (as opposed to achievement) of the students, as well as to evaluate the efficacy of the instructional program, and the Task Force therefore recommends that

- Each senior institution have at least one faculty member trained and certified in administering and evaluating the ACTFL/ETS language proficiency tests.

It must be emphasized that the recommended two-year sequence of foreign language instruction at the baccalaureate level, roughly analogous to achievement of intermediate-level competency, constitutes a minimum threshold, and many more years of study are necessary in order to achieve a high level of competency in a foreign language. In fact, many students upon completion of three years of study at the secondary level now attain this minimum, and students with four years of high school study are now exempt from the language requirements at several senior institutions. Other students earn college credit for their foreign language studies in high school. Consequently, many of the best-prepared matriculants are not exposed to college-level instruction in the discipline. The Task Force believes that every undergraduate student should be exposed to some foreign language instruction, and therefore recommends that

- Each institution develop a special recruitment program to enroll in foreign language courses those matriculating students who meet or exceed exit requirements by virtue of prior study of a foreign language.

- Each institution grant college credit for foreign language study at the secondary level only to those students who achieve an acceptable score on the College Entrance Examination Board Advanced Placement Examination.

Articulation and Continued Study of Foreign Languages

The Task Force believes that its recommendations concerning admission and graduation requirements and the testing of students for placement and verification of competency level will have a significant positive impact upon several aspects of the foreign language activities in Virginia's public institutions. First, the imposition of the requirement of high school foreign language study as a condition for admission --albeit a formal recognition of the new curriculum requirements of the Advanced Studies Diploma-- most probably will elevate the average entry-level competency of the freshman class. This will reduce the need for introductory level language instruction and free faculty to teach intermediate and upper-level courses. Moreover, the anticipated increased level of prior preparation by matriculating students will permit the institutions to raise the competency levels to be achieved in lower-level courses.

Second, these changes will necessitate the development of more precise articulation between the two-year and senior institutions and between the entire system of public higher education and the secondary schools. It is of great importance that the requirements for, and expected results of, foreign language study at each institution be clearly defined and publicized so that students may receive adequate preparation to advance from secondary to post-secondary education and transfer without impediment from two-year to senior institutions. The Task Force therefore recommends that

- Each institution publicize clearly, through its catalogue and recruitment literature, its foreign language requirements for admission and graduation, and that expected competency levels be expressed in terms of the ACTFL/ETS performance definitions.

- Each senior institution, the Virginia Community College System, and Richard Bland College develop and implement articulation agreements and other processes necessary to ensure the smooth progression of the foreign language student from secondary to higher education and to facilitate transfer from two-year to senior institutions.

A means for developing articulation agreements and linkages between the institutions and the secondary schools is suggested below, in the section that addresses the development and coordination of the foreign language discipline.

Foreign Language Curriculum and Instruction

Even with the imposition of a general requirement for prior foreign language study as a condition for admission, some introductory-level foreign language instruction will continue to be offered at the institutions. Some freshmen, whose prior preparation was unsatisfactory or whose interest in particular languages have changed, will begin study of a new language in college. Older matriculating students may not have studied a foreign language in high school, and some community college students in non-transfer programs may decide to seek a baccalaureate degree. Moreover, the less commonly taught languages usually are not included in the high school curriculum. Perhaps most significantly, some students skilled in one language, especially foreign language majors, may wish or need to study a second language.

Accelerated Foreign Language Courses

One effective means of serving these students is to offer accelerated language courses that bring the beginning student to an intermediate level of competency in a minimum amount of time. Such intensive courses, now offered by several of the larger foreign language departments in Virginia's senior public institutions, provide an opportunity for innovative teaching and inspire great interest by both faculty and students. It must be recognized, however, that accelerated courses require more than the usual contact hours, intensive language drill and language laboratory support, and the commitment of dedicated faculty who are skilled in the techniques of intensive instruction. The Task Force recommends that

- Each institution having sufficient resources establish accelerated language courses.

Introductory-Level Course Contact Hours

The Task Force recognizes that some institutions either will not be able immediately to establish accelerated language courses or for the foreseeable future may lack the resources to do so. These institutions, however, also will need to continue offering some introductory-level language courses. The number of contact hours in the introductory-level language courses now offered by Virginia's public institutions varies from three class sessions per week to five weekly sessions plus additional required laboratory time. Because the introductory-level foreign language course includes a significant component of language drill designed to provide a secure foundation in the aural/oral skills, the Task Force recommends that

- All introductory-level foreign language courses consist, at a minimum, of four class contact hours per week plus one hour per week of language laboratory or small-group oral drill.

Foreign Language Course Content

Prior to 1940, reading comprehension was considered generally to be the principal objective of language study, and lower-level courses had only this goal. During World War II, the Army Special Training Program stressed oral fluency, and this became the primary objective of the lower-level curriculum. Recently, the modern foreign language curriculum has been refocused on the four skills: aural comprehension, speaking, reading, and writing. Although the major emphasis has remained on the oral skill, there seems to be a general acceptance of the "four skills" concept in the lower-level curriculum of Virginia's public institutions.

As previously mentioned, the Task Force believes that the imposition of foreign language study as an admission requirement may decrease the number of students in first-year courses and consequently free faculty to teach

intermediate and upper-level courses. It also would provide an opportunity to expand the lower-level curriculum, both in types of courses and in content, through the addition of intermediate-level courses in language, literature, and civilization. Perhaps most importantly, it will permit the expansion of those specialized lower-level foreign language courses that are directed at specific clienteles such as businesspersons, health professionals, employers of non-English-speaking workers, and employees of the travel industry.

The need for integration of the foreign languages with other disciplines in the social sciences and humanities, called for in the Holderman Report in 1983, becomes ever more apparent. The dynamic international perspective required by the citizen of the twenty-first century can best be inculcated through a combination of civilization and cross-disciplinary courses that include a strong foreign language component. In order to achieve this goal, the Task Force recommends that

- Each institution, to the maximum extent possible, incorporate into its foreign language curriculum a multi-cultural and international perspective.
- Each institution encourage all disciplines and departments to ensure that multi-cultural and international perspectives are incorporated in their curricula through the establishment of appropriate liaisons with the foreign language department.
- Each institution, consistent with its mission, continue and expand its specialized service courses for those segments of the general community who would benefit from foreign language and international studies.

Bacclaureate Degree Curriculum

The published curricula of the baccalaureate foreign language programs in Virginia's public institutions generally include a selection of advanced courses in language, literature, and civilization, but the requirements for a major in a specific language vary widely across the institutions. In many instances, less than half of the listed courses are taught annually. This unavailability of a

often substantial segment of the foreign language curriculum, together with the predominance of literature courses in many of the major programs, creates a serious imbalance in both the required and elective courses for undergraduate majors in the discipline.

The completion of a baccalaureate foreign language program implies the achievement of advanced level speaking and reading skills, as defined by the ACTFL/ETS proficiency scale. Baccalaureate students therefore should be able to converse on non-technical subjects with educated natives of the target country. They also should be able to read, with minimal use of a dictionary, standard non-technical texts and be prepared to write on non-technical subjects in clear and correct prose. Because language study embodies both communication skills and humanistic content, the baccalaureate foreign language program should enable students to acquire a broad general understanding of the literature, culture, and history of the target country. Students should be able to analyze and appreciate literary texts, be aware of the major literary movements, and understand the interrelationships between the language, literature, and culture. Certain interdisciplinary baccalaureate degree programs which integrate foreign language study with international studies, business, or other disciplines, substitute carefully designed courses in those fields for courses in the foreign literature. To ensure that the baccalaureate foreign language programs achieve these goals, the Task Force recommends that

- The minimum requirements for completion of a baccalaureate foreign language program consist of at least 24 semester credit hours of study of a specific language beyond the intermediate level, including 9 hours of advanced language and a balance of advanced literature and civilization courses.

Use of English in Teaching Foreign Language Courses

The use of the English language in teaching certain courses in the foreign language curriculum is reasonable and necessary. The global frequency level in

the Classical languages having declined markedly in the past two millenia, English is indispensable in Classical language instruction. Slavic and Oriental languages are of such difficulty that proficiency at the intermediate level is significantly less than that achieved in Western European languages. Consequently, some advanced courses in these languages may be taught in English. Foreign language departments in many senior public institutions offer comparative literature and civilization courses which are taught in English as their contribution to the general humanistic curriculum. Moreover, in some institutions other departments, such as English or History, "borrow" from the language departments the expertise their faculty possess in "foreign" subject matter. The Task Force encourages the continuation and expansion of courses, taught in English, which enrich the interdisciplinary and humanistic components of the total institutional curriculum, but believes that English language courses are not appropriate in Western European language programs. The Task Force therefore recommends that

- All upper-level courses in a modern Western European language that may be applied to the major requirements of the target language degree program be taught entirely in the language.

Graduate Degree Curriculum

Until 1974 when George Mason University initiated a master's program in Spanish, graduate programs in the foreign language discipline were offered by only one senior public institution, the University of Virginia. While graduate-level foreign language instruction at George Mason University has expanded rapidly, more than doubling during the past five years, the University of Virginia continues to produce more than four-fifths of all foreign language graduate credits generated by the public system. The foreign language departments at the University of Virginia bear a special responsibility for the advancement of the discipline in the Commonwealth, both because they now provide

the principal source of graduate foreign language education in the state and because the size and scope of the total graduate activity afford opportunities for the development of innovative programs and interdisciplinary relationships.

In the past, the graduate foreign language programs have been essentially "traditional." Major emphasis has been upon literary research, and there has been less activity in such areas as linguistics, language methodology, continuing professional education for secondary school language teachers, or the provision of foreign language tracks within the graduate programs of other disciplines. The possibilities and potential benefits of these aspects of the foreign language discipline have received increasing attention in recent years, however, and their self-studies have indicated the intentions of both institutions to incorporate many of these activities into their graduate programs. The Task Force supports these developments, and recommends that

- The institutions that offer graduate programs in foreign languages assume a dynamic leadership role in developing innovative and interdisciplinary programs to support the expansion and improvement of foreign language instruction at all levels of education.

Other specific recommendations, relating both to the development of interdisciplinary and teacher preparation programs and to the role of graduate teaching assistants in foreign language which affect directly the graduate foreign language activity in the Commonwealth, are presented below.

Classical Language Programs

Courses in the classical languages, especially Latin, were offered by 10 senior and 2 two-year public institutions during the Fall 1983 term. These offerings were limited primarily to lower-level courses, however. Only three senior institutions conferred bachelor's degrees in the classical languages during the 1982-1983 academic year, and no students graduated from the master's and doctoral programs in classical languages at the University of Virginia during that period.

The gradual diminution of instruction in the Classics in Virginia's public institutions has several adverse ramifications. Not only has the study of the Classics traditionally been the primary vehicle for transmitting the humanistic concepts central to Western civilization and hence a principal component of the liberal arts, the Classics always have been taught from an interdisciplinary perspective that incorporates history, philosophy, and the fine arts. The absence of this perspective adversely affects the scope and quality of instruction in these disciplines. Moreover, at a time when Virginia ranks third among the states in percentage of public secondary school students studying Latin,[1] the production of secondary school teachers adequately trained in the classical languages has virtually ceased.

The Task Force believes that an interdisciplinary baccalaureate program in the Classics that offers courses in both language and civilization, similar to the program now offered at the College of William and Mary, offers the best prospects for continued viability. Not only do courses in classical civilization parallel and enrich the humanities and fine arts components of the institutional curriculum, their enrollments support the required faculty positions necessary to teach the language portion of the program. The Task Force therefore recommends that

- The senior institutions, when resources and anticipated enrollments permit, develop a major program in Classical Studies, whether leading to a baccalaureate degree in Classical Languages or in Interdisciplinary Studies, whose curriculum meets the requirements for teacher certification.

- All senior institutions, and those two-year institutions having the resources to do so, offer courses through the intermediate level in at least one Classical language.

---

[1]Data provided by Virginia Department of Education.

Less-Commonly Taught Languages

Courses in various less-commonly taught languages were offered during the Fall 1983 term by a majority of the senior public institutions and by two community colleges (Northern Virginia and Tidewater). These languages range from Italian and Swedish among the modern European languages to various languages in the Slavic and Asian language groups. With the exception of baccalaureate programs in Russian at James Madison University and Old Dominion University, all the degree programs in the less-common languages are found at the University of Virginia. Other significant sequences of course offerings in the less-common languages are taught by the foreign language departments of other senior institutions, usually attached to a program in the appropriate major language (for example, Portuguese with Spanish). Although these courses are primarily at the introductory and intermediate levels and normally constitute at most a language minor, some of the less-common languages, such as Italian, have attracted respectable total systemwide enrollments.

The less-commonly taught languages generally are offered either in response to specific local demand or to support area study programs in other disciplines. Although usually not attracting enrollments large enough to justify full-time faculty positions, these courses provide a useful service to various sectors of the community and also form the nucleus for expansion into major programs when enrollments reach a self-sustaining level. The Task Force therefore recommends that

- The institutions, to the extent enrollment demand and resources permit, expand their lower-level course offerings in the less-commonly taught languages to full baccalaureate programs.

- The institutions employ qualified adjunct faculty, carefully selected and supervised, to teach the lower-level courses in the less-commonly taught languages until the continuing level of enrollments in a particular language justifies the appointment of a full-time faculty member.

Interdisciplinary Programs

Just as selected courses in both the common and less-common languages, generally at the introductory and intermediate levels, are now offered to meet the needs of various business groups and the interest of the general public, so have the senior institutions developed foreign language courses to support instructional activities in other disciplines. These offerings have ranged from civilization and comparative literature courses to enhance the liberal arts component of the institution-wide curriculum to specific language study for majors in particular degree programs (such as Russian for Russian History majors or commercial Spanish for Business majors). These service courses generally have evolved on an ad hoc basis to meet specific institutional needs, however, and they do not provide the comprehensive response called for by the growing international orientation of large segments of both the public and private sectors of American society.

With technological and business activities increasingly conducted in a multi-national, worldwide environment, recent national studies have called for more intensive foreign language training for those persons preparing for careers in public service and international business and industry. The Task Force believes that many of the larger foreign language departments in Virginia's public institutions are well positioned to respond to this call. The response may take the form of specially constructed foreign language minors or whole programs taught with a foreign language orientation in particular disciplines, and the teaching may be conducted either by foreign language faculty or specialists from other disciplines who have the necessary language skills. In any event, these activities will develop and succeed in their goals only through careful planning and the mutual cooperation of the foreign language and other relevant disciplines, and only if fully supported by the institutions concerned.

The Task Force therefore recommends that

- The institutions encourage the planning and implementation of interdisciplinary programs and other activities involving the foreign language and other disciplines.
- The institutions carefully monitor the development of these interdisciplinary activities to ensure that the level of support for the foreign language departments and degree programs is maintained.

Preparation of Language Teachers for the Secondary Schools

The professional standard of language teachers in secondary schools throughout the United States needs to be upgraded. Unless they are native speakers or have studied abroad and received instruction in language teaching methodology, graduates of foreign language baccalaureate programs in most American institutions are only marginally qualified to teach a foreign language. This problem is not unique to the foreign language discipline. The virtual impossibility of incorporating adequate levels of preparation in both a specific discipline and teaching methodology into a four-year baccalaureate curriculum is increasingly recognized, and fifth-year teacher-training programs are being considered as a possible resolution of this problem.

The Task Force believes that the production of highly qualified language teachers for the secondary schools would be increased significantly by establishing a center for the training of language teachers at a major Virginia institution. This independent center would draw upon appropriate existing faculties, facilities, and other resources of both the education and foreign language disciplines and would develop additional courses as necessary. The center would serve as a clearinghouse for computer-assisted instructional software and other instructional technologies. The program would begin in the junior year, continue with a senior year abroad (for students in the modern languages), and be followed by a year of graduate study at the end of which a Bachelor of Arts and Master of Arts would be awarded simultaneously. An

"intensive" language atmosphere would be created by special housing for students in the program. Special scholarships would be awarded to qualified students who would be obligated upon graduation to teach for three years in a Virginia secondary school.

If this proposed center for the training of language teachers were implemented, it would be the first --and consequently a pilot program-- for the entire country. The Task Force recognizes that the establishment of such a center would entail new funding for scholarships and for some additional faculty, including a director of the senior year abroad program (who might also administer the junior year abroad program for foreign language majors, discussed below). Nevertheless, the Task Force believes that this proposal should receive close scrutiny in view of the growing shortage qualified language teachers in Virginia's secondary schools, and therefore recommends that

- Planning begin for the establishment of a center which offers a program incorporating both language instruction at the graduate level and one year of study abroad to prepare secondary school teachers of foreign language.

Foreign Language Class Size

The question of class size is of special importance in the Foreign Language discipline. If the oral/aural skills are to be adequately addressed, it is imperative that the teacher be able to call upon each student to speak as often as possible during each class period. Due to this need for active student participation, introductory and intermediate-level classes of more than 20 students are considered generally to be a serious obstacle to effective language teaching. The same stricture also holds true for upper-level courses that stress advanced oral/aural skills. The Task Force therefore recommends that

- Each institution limit the enrollments in those language classes that stress the development of oral/aural skills through student participation to a maximum of 25, and preferably 20, students.

Upper-level and graduate lecture courses in literature and civilization, on the other hand, are not adversely affected by large enrollments, although such courses ought to include small-group discussion sections. At the same time, however, small enrollments often cause such classes to fail to achieve the critical mass necessary to spark intellectual creativity and the interchange of ideas engendered by diverse perspectives.

The low enrollments in some degree programs in Virginia's senior public institutions have led to the offering of independent or directed study courses for individual students. Not only does this practice raise serious questions about the viability of these programs, it severely restricts the student's opportunity to use the language under intellectually stimulating conditions in conversation and discussion with faculty and fellow students. The Task Force therefore recommends that

- The institutions limit independent study of foreign languages at the upper and graduate-levels to honors, senior thesis and dissertation-related courses, and ensure that all advanced foreign language classes, no matter how small their enrollments, meet on a regular basis.

Instructional Support for Foreign Languages

The one possible exception to the preceding recommendation is in self-paced courses that use cassette tapes to provide a foundation level of aural comprehension in a foreign language. Such a teaching methodology is now employed successfully in several Virginia public institutions, most notably at Central Virginia Community College where several common and less-commonly taught languages have been offered to students and the business community.

The use of language laboratories, as well as other audio-visual and other instructional technology, varies greatly across the institutions. During the 1970's when enrollments in the discipline were declining, many of the senior institutions either closed or down-graded their language laboratories, and few

now consider the existing, generally obsolete facilities to be more than marginally adequate. Some of the senior institutions and most of the community colleges rely on their learning resource centers to provide audio equipment and language cassettes, and access to them is often restricted. Few of the existing language laboratories have assigned support staff who have the technical skills necessary to maintain the equipment.

Other learning and instructional aids to support foreign language instruction are likewise deficient or totally lacking in many of the institutions. Few of the language faculties teach in classrooms that are equipped with the requisite maps, charts, and other audio-visual equipment necessary to create an ideal learning environment, and many foreign language classes are conducted in noisy facilities. Some of the institutions do offer computer support for the discipline, but computer-assisted instruction in the foreign languages is in its infancy and few foreign language faculty have either the time or the technical knowledge needed to develop effective automated programs.

The Task Force believes that adequate, functioning instructional and learning resources are absolutely necessary for foreign language instruction, and therefore recommends that

- Each institution, either in its foreign language department(s) or learning resource center, establish and maintain a language laboratory, supported by competent technical staff, of sufficient size to support the foreign language enrollments.

- Each institution reserve for foreign language instruction specific classrooms located in a quiet environment, and equip these classrooms with the appropriate teaching and learning tools necessary to support its foreign language curriculum.

- Each institution, to the extent possible and deemed advisable by the foreign language faculty, encourage the development and use of computer-assisted instruction and share its software with other Virginia institutions and the proposed center for the preparation of language teachers.

Language tables, clubs, and houses, foreign study programs, and international student exchange programs all enrich the foreign language discipline. Language tables and clubs now exist with active institutional support and faculty sponsorship and supervision at many of Virginia's public institutions, including some with small foreign language enrollments who view these activities as a simple means of attracting and retaining student interest in the discipline. Language houses are also not uncommon in the senior residential institutions, sometimes funded by alumni contributions, sometimes as a part of the regular dormitory system. The Task Force believes that these activities should be encouraged and therefore recommends that

- Each institution develop and support foreign language tables and clubs and, if a residential institution, establish a specially designated language residence area.

Foreign Study Programs

With the exception of the College of William and Mary, junior year abroad programs sponsored by Virginia's senior public institutions are virtually non-existent. Some institutions, however, do send sizeable numbers of students abroad through participation in intercollegiate foreign study programs such as that administered by Sweet Briar College. The Task Force believes that study in the target country is fundamental to the achievement of competency in a foreign language and has included foreign study in its recommendation concerning teacher preparation programs. A similar experience should be available to all foreign language students, but many are prevented from doing so by financial constraints including the inability to use scholarships and other student financial aid to support foreign study. Moreover, most of the public institutions lack the resources necessary to develop and coordinate foreign study programs and none views with enthusiasm the drop in enrollments caused by students' absence during foreign study. The Task Force therefore recommends that

- A systemwide consortium be established, administered by an institution now having a significant foreign study program, to offer opportunities for foreign study to all interested students and especially to foreign language majors.

- The Council of Higher Education assist the institutions in developing procedures whereby student financial aid may be applied to study abroad when such study is applicable to the student's degree program.

- The Council of Higher Education take into consideration any temporary enrollment declines, caused by the absence of students when studying abroad, when monitoring foreign language program enrollments and projecting institutional enrollment trends.

Foreign Exchange Programs

The exchange of students with foreign universities now exists on a small scale in several Virginia institutions, but it is the institution as a whole, rather than the foreign language department(s), which benefits since the foreign students take courses in a variety of disciplines. Moreover, except at the University of Virginia where Graduate Teaching Assistants are exchanged with foreign institutions, there seems to be little effort to use the foreign exchange students in the instructional activities.

As with the study abroad programs, financial constraints appear to be a major impediment to the development of foreign exchange programs. What programs do exist appear to be solely for the institutional placement of students, and each exchange student remains responsible for the payment of full tuition, fees, and other living expenses while in the host country. The Task Force believes that the foreign language students in Virginia's public institutions would benefit greatly from daily contact with native-speaker peers, and therefore recommends that

- The senior institutions, to the extent possible, establish programs for the exchange of students with foreign institutions and develop procedures whereby the foreign exchange students may meet periodically with foreign language students enrolled at other institutions in the area.

- The Council of Higher Education assist the senior institutions in establishing appropriate procedures leading to a reduction of tuition and fees charged those foreign exchange students who are qualified to assume minor teaching responsibilities in the institutions' foreign language departments.

Foreign Language Faculty

The foreign language faculty holding full-time appointments in Virginia's senior public institutions generally are well qualified. Most hold the doctoral degree and either are native speakers of a foreign language or have resided abroad, although the percentage of faculty with these qualifications varies from institution to institution. A somewhat smaller percentage of the total foreign language faculty have published within the past five years, but this may be more a reflection of the varying emphasis placed on research (in contrast with teaching) by each institution rather than an indicator of scholarly activity by individual faculty members.

Although nineteen of Virginia's two-year public institutions offer foreign language instruction, four employ no full-time foreign language faculty and only seven have at least one full-time faculty member who holds the doctoral degree. Because the two-year institutions strongly emphasize instruction and normal teaching loads in excess of 15 credit hours leave little time for research, the full-time foreign language faculty generally have not published during the past five years. On the other hand, every full-time faculty member in all but two of the nineteen institutions has resided abroad, a positive qualification for the teaching of foreign languages.

Qualifications of Foreign Language Faculty

The quality of foreign language instruction is dependent in large part upon the qualifications, abilities, and dedication of the teaching faculty. Adequate scholarly preparation is an absolute necessity for effective teaching of foreign languages and is generally best demonstrated by attainment of a terminal degree

in the discipline. Foreign language instruction, especially in advanced courses, usually is most effective when conducted in the language, and those faculty who have studied or resided abroad are best prepared to lecture in the target language and deal knowledgeably with the culture and civilization of the target country. The foreign language faculty must be cognizant of the latest developments in the discipline: this is best accomplished through continuing research and participation in professional activities. The Task Force therefore recommends that

- All foreign language faculty receiving full-time appointments in senior public institutions hold the doctoral degree or its equivalent, be fully qualified to teach in the target foreign language, demonstrate capability to conduct research in the discipline, and indicate a commitment to participate in the professional activities of the discipline.

- All faculty teaching foreign languages in two-year public institutions hold (at a minimum) the master's degree in the discipline, be fully qualified to teach in the target foreign language(s), and indicate a commitment to participate in the appropriate professional activities relating to foreign language teaching in two-year colleges.

A large portion of foreign language instruction involves the dynamics of teaching the four skills in a classroom setting. Many language teachers, especially those who teach mainly lower-level courses, therefore devote themselves primarily to developing and implementing the most effective pedagogical techniques and methodologies. On the other hand, those faculty who teach mainly upper-level and graduate courses in such content areas as literature and civilization must strive to be both effective teachers and productive scholars. Indeed, in most instances, teaching and research are interdependent. The Task Force therefore recommends that

- Each institution encourage its foreign language faculty to develop their fullest potential as effective teachers and as active scholars, while awarding tenure and promotion to those faculty who demonstrate excellence as teachers of lower-level skills-oriented language courses.

Part-Time Foreign Language Faculty

Virginia's public institutions generally rely on adjunct or part-time faculty to offer a portion of their foreign language curriculum. Use of adjunct faculty has a long tradition in the discipline and provides the flexibility necessary to meet fluctuations in enrollments (especially at the lower level) and to offer courses in less popular languages that may not support full-time faculty positions. Institutions faced with small or declining enrollments may also use part-time faculty (paid at a per-course rate significantly less than comparable full-time salary scales) as an economical means of continuing to offer at least introductory-level language courses.

During Fall 1983, twelve of the fifteen senior public institutions employed part-time faculty to teach foreign languages. Although these part-time appointments composed 22.6 percent of the system-wide foreign language faculty positions, in at least one department teaching foreign languages at five institutions more than one-fourth of the total faculty were part-time, and at two institutions this group exceeded 40 percent of the whole (61.5 % at Virginia Commonwealth University and 43.3 % at George Mason University). In the two-year public institutions the use of part-time faculty is even more pronounced. Eleven of the nineteen employed part-time faculty during Fall 1983, and at four of these <u>all</u> foreign language instruction was conducted by adjuncts. System-wide, the two-year institutions' part-time appointments composed 57.7 percent of the whole foreign language faculty, and three community colleges' percentages exceeded 70 percent (J. S. Reynolds, Northern Virginia, and Tidewater).

There are several problems inherent in the extensive use of part-time faculty in the foreign language discipline. They may be hired without sufficient review of their potential teaching effectiveness, especially when employed to teach specific courses for a limited period, and they generally are

not subject to peer evaluation. They may receive little or no supervision or guidance concerning the goals and objectives of the curriculum. For various reasons, they do not participate fully in the administrative and other responsibilities of the departments to which they are assigned, and they rarely are consulted about curriculum design.

These difficulties concerning the use of part-time faculty are well recognized by the foreign language departments, but the problems are viewed as preferable to large and unmanageable classes in the commonly-taught languages and no classes at all in the less popular languages. Nevertheless, the Task Force believes that the heavy use of adjuncts is not conducive to either the quality or continuity of foreign language instruction, especially when used as a substitute for full-time appointments that clearly are merited by enrollments and frequency of course offerings. The Task Force therefore recommends that

- Each institution restrict the use of adjunct faculty in the foreign languages to only those languages or course sequences whose enrollments do not support full-time positions.
- Each institution develop and implement procedures for the selection, supervision, and evaluation of part-time foreign language faculty.

Foreign Language Graduate Teaching Assistants

Graduate Teaching Assistants (GTA's) supplement the faculty appointments in institutions that offer graduate programs in the foreign languages. Although GTA's are used occasionally at George Mason University, the vast majority of GTA instruction is offered at the University of Virginia, where during 1982-1983 all introductory French, German, and Spanish courses, as well as selected advanced courses in these and other less-commonly taught languages, were taught by GTA's.

The use of GTA's in the teaching program fulfills several important functions. By definition, most GTA's intend to become teachers, and the experience they gain during their graduate studies is a useful and necessary part of their professional training. The GTA's are generally enthusiastic and

the interest they take in their teaching compensates for their lack of experience. Moreover, the stipends paid to GTA's constitute the preponderant part of the subsidies available to recruit graduate students. Without the Teaching Assistantships, the departments could not attract the most qualified students to their programs.

There are certain disadvantages to the use of GTA's, however. The beginning GTA usually lacks teaching experience and may not have the requisite skills necessary to provide adequate language instruction. When employed in large numbers to teach multiple sections of introductory or intermediate courses, the GTA's may lack adequate supervision. Moreover, extensive use of GTA's in lower-level instruction may create a condition whereby freshman and sophomore students rarely study under a full-time faculty member unless they enroll in advanced language courses.

The Southern Association of Colleges and Schools has recognized the potential problems arising from the use of GTA's. At its meeting in December 1984, the Association's Delegate Assembly adopted new accreditation criteria, one of which requires that each member institution "avoid heavy dependence" on GTA's and stipulates that all GTA's "must have at least 18 graduate semester hours in their teaching field."[2] To ensure further that the instruction provided by the GTA's is of the highest quality possible, the Task Force recommends that

- GTA's teaching introductory or intermediate-level courses be supervised by full-time faculty, with the ratio not exceeding five GTA's per faculty member.
- Each institution having GTA's, to the extent possible, assign teaching assistantships only to those graduate students who previously have studied abroad or are native speakers.

---

[2]Southern Association of Colleges and Schools, Criteria for Accreditation: Commission on Colleges (Atlanta: 1984), Section 4.4.10.

The Task Force recognizes that the effect of these recommendations, together with the new accreditation criteria, will be virtually to eliminate the use of first-year graduate students as GTA's. Because GTA stipends now are the principal source of financial aid to foreign language graduate students and a major inducement in recruiting for the graduate programs, catastrophic enrollment declines most probably will result unless alternate sources of financial aid are found. The Task Force therefore recommends that

- The institutions provide financial aid opportunities for graduate teaching assistants during their year of preliminary graduate study prior to assuming their teaching duties.

Language Methodologists

For most undergraduate students in Virginia's public institutions, exposure to foreign languages is limited to introductory and intermediate-level courses that develop oral and linguistic competencies. Instruction in these language arts would be strengthened by the presence of qualified language methodologists to supervise and coordinate these lower-level courses. In those institutions where GTA's provide a significant portion of the lower-level instruction, the methodologists could supervise and coach these beginning teachers in appropriate pedagogical techniques.

Qualified language methodologists are rare. Few institutions nationally offer graduate programs in language methodology, and most language methodologists have acquired their special qualifications through research and practical teaching experience. Despite this, several senior institutions now have a methodologist on their faculties, and other institutional self-studies have stated the recognized need for such faculty. The Task Force recommends that

- Each modern foreign language department in a senior public institution have among its faculty at least one qualified language methodologist to supervise and coordinate the lower-level courses

and to assist with the in-service education of teachers. In large departments, there ideally should be one methodologist for each major language taught.

- As many as possible of the faculty who supervise GTA's should have training in language methodology.

Foreign Language Faculty Workload

The quality of foreign language instruction bears a direct relationship to the workload of the faculty. Not only is the subject matter --whether grammar, literature, or culture-- literally foreign to the beginning student, introductory and intermediate-level courses by their nature require frequent drill and recitation. Advanced courses, almost always taught in the language, require detailed preparation, and seminars and directed-study courses present special challenges to the diligent instructor. These teaching burdens, normal to the discipline, are made the more difficult when course enrollments exceed manageable size or --as in smaller institutions-- when individual faculty must teach different courses each consecutive term.

The normal faculty workload generally is 12 credit hours in Virginia's senior public institutions and 15 credit hours in the public two year institutions. During 1982-1983, however, the foreign language faculty's average workload exceeded these norms in eight of the 15 senior institutions and in six of the 15 two-year institutions having full-time foreign language faculty. Because a heavy teaching load, especially when involving a large number of separate course preparations, leaves little time for research and maintaining currency in the discipline, the Task Force recommends that

- Each institution monitor the credit-hour workload of the foreign language faculty to ensure that the number of course language faculty to ensure that their number of course preprations and teaching contact hours carried each term do not exceed those normally carried by faculty in other disciplines in the liberal arts.

The Task Force assumes that a three-credit course entails a maximum of four contact hours per week. If this contact-hour limit is exceeded, then there should be a comparable reduction in teaching load.

Foreign Language Faculty Salaries

In order to attract and retain qualified faculty in the foreign language discipline, it is necessary that the institutions pay salaries and offer faculty development support that are competitive nationally. A reduction in the number of doctorates produced accompanied the general decline in foreign language enrollments during the 1970's. Virginia's institutions will compete for a share of the limited number of entry-level faculty with other states experiencing growth in foreign language enrollments similar to that forecast for the Commonwealth.

According to many of the institutional self-studies, the foreign language faculties in Virginia's public institutions believe that they generally are paid less than their colleagues in other disciplines. Because the salary averages for foreign language faculty at some public institutions do fall significantly below the institution salary average for all faculty, The Task Force therefore recommends that

- Each institution monitor its salary scale for foreign language faculty and provide salary adjustments to those deserving faculty who now receive less than the institutional average within their rank(s).
- Each institution recognize the necessity of maintaining a salary scale for foreign language faculty that will support its efforts to recruit faculty from a limited national pool.

Foreign Language Faculty Development

Foreign language faculty, like their colleagues in other disciplines, endeavor to keep abreast of developments in their field through research and attendance at professional meetings. Unlike other disciplines, however, foreign language faculty also need periodically to travel abroad: those teaching the

modern foreign languages to maintain awareness of recent developments in the evolving language and culture which they teach, and those teaching the classical languages to visit the repositories of classical literature and the sites of current archaeological discoveries.

Although several senior public institutions, notably the University of Virginia, the Virginia Military Institute, and the College of William and Mary, have developed procedures whereby a very small number of faculty each year are provided with released time with pay in order to pursue scholarly research, these arrangements are largely dependent upon the availability of private funds and the willingness of colleagues to assume additional duties in the absence of those faculty on leave. Nor are institutional funds generally available in sufficient quantities to support attendance at professional meetings. During 1982-1983, only 3 percent of the total expenditures for foreign language activities in the 15 senior public institutions was devoted to faculty development, and in the two-year institutions this sum was a minuscule 0.5 percent of the total expenditures.

The Task Force recognizes that it is difficult for the institutions to provide significant additional support for faculty research and development in a time of fiscal constraints and that the question of released time for research and travel is equally applicable to all the humanistic disciplines. Nevertheless, the Task Force believes that support for these activities is essential to the continued vitality of the foreign language discipline and therefore recommends that

- Each institution establish a system of special grants on a competitive basis that periodically provide full-time faculty members in the foreign language discipline with fully-compensated released time for research and foreign travel.

- Each institution reimburse the expenses incurred by any faculty member who attends a meeting, either to present a paper or major research report, or to provide a leadership or service role in the discipline. Ideally, each institution would also provide funds sufficient to support the attendance by each full-time faculty member at a minimum of one professional meeting per year.

Development and Coordination of the Foreign Language Discipline

A survey of foreign language instruction in Virginia's thirty-nine public institutions presents a diversity of activities in the discipline, ranging from doctoral programs at the University of Virginia to intermittent lower-level course offerings at the smaller community colleges. As great a variety now exists in curricular emphasis, teaching and learning technology, and faculty qualifications and scholarly interests.

Institutional Alliances for Development of the Discipline

The discipline faces the challenge of sustaining the humanistic goals of foreign language study while responding to the societal imperative in a rapidly shrinking world to provide communication skills and cultural awareness to diverse segments of the population. The challenge is being met in innovative and effective ways by individual institutions and by various secondary schools, and all foreign language instructional activities in the Commonwealth could profit by these examples. Unfortunately, there now is little communication either among institutions or between the system and the secondary schools that provide successive generations of students in the discipline. Only through the interchange of ideas and the sharing of resources --both intellectual and physical-- can the potential growth and maximum quality of foreign language education be realized. To create this necessary synergetic condition, the Task Force recommends that

- The institutions, with the encouragement and assistance of the Council of Higher Education and the State Department of Education, develop and maintain mechanisms for communication and consultation between and among all levels of foreign language education.

These mechanisms may include such activities as the formation of regional consortia or other cooperative arrangements for the sharing of faculty and physical resources, and the convening of annual state-wide or regional meetings of all foreign language teachers to discuss curriculum development, articulation issues, and proficiency standards at each level of instruction.

Center for Excellence in Foreign Language Instruction

An important component in the strengthening of the foreign language discipline in Virginia is the continued improvement of faculty teaching skills and the enhancement of the curriculum. The larger, more comprehensive foreign language departments must assume the lead in providing opportunities for continuing professional education in the discipline. The Task Force therefore recommends that

- One or more Center(s) for Excellence in Foreign Language Instruction be established.

This activity, possibly funded by private foundations or Federal grants, would offer institutes and workshops for foreign language faculty, including secondary school teachers, to enable them to improve their language proficiency and to expand their appreciation of the culture and civilization of their target languages. The Center would also serve as a means of disseminating information on current developments in instructional technology in the discipline and could act as convener of the state-wide meetings recommended above.

Coordination of Foreign Languages in the Virginia Community College System

The centralized governance of Virginia's community colleges offers great opportunity for coordinated efforts to improve and expand foreign language instruction in those 23 institutions. To take maximum advantage of the strengths of the system --presence in all regions of the Commonwealth and the capability to respond quickly and with flexibility to local needs for foreign

language instruction by all segments of the community, to name but two-- will require dynamic leadership by the system's central administration. Through a clear and forceful public declaration of support for foreign language instruction by the central administration, the discipline can assume its proper role as provider of language competencies, contributor to international education, and sustainer of the liberal arts and humanities. The Task Force therefore recommends that

- The Virginia Community College System develop and promulgate a plan for the revitalization of foreign language education, and establish a position in the central office to coordinate and assist the development the foreign language discipline throughout the system.

The establishment of a coordinating function within the central administration of the community college system would create a focal point for developmental activities in the foreign language discipline. The proposed system coordinator for foreign languages and international study, working with the institutions, could promote and support a coherent systemwide plan for foreign language study in each institution. Valuable assistance could be provided in developing strategies for raising enrollment levels and for better integrating language courses with the system's social science, business, and pre-professional programs. The position also could serve as the focal point for efforts to improve articulation between the two-year institutions and both the secondary schools and the senior institutions. All of these activities would encourage each institution to develop foreign language activities that are consistent with its own unique character while both drawing on, and contributing to, the strength that emanates from a centralized system.

External Evaluation of Institutional Activities in the Discipline

Each institution of higher education, in fulfilling its responsibility to provide instruction of the highest quality possible, continually monitors and evaluates its academic programs. Recognizing that this internal process may

engender complacency or regard that which is familiar and routine as acceptable, the institutions also seek periodic peer evaluation by external authorities such as accrediting bodies and professional associations. No recognized accrediting bodies exist in the foreign language discipline, however, and the foreign language activities in Virginia's public institutions generally have not received periodic external evaluation.

The Task Force believes that the institutions would benefit greatly from external evaluation if conducted on a regular basis. Not only would such review identify strengths and note weaknesses, it would also acquaint the foreign language faculties with new developments and recent trends that are witnessed by peer institutions. The Task Force therefore recommends that

- Each senior institution, the Virginia Community College System, and Richard Bland College receive a periodic on-site evaluation of its foreign language activities at least once each decade and preferably once every five years. This external evaluation should be conducted by qualified experts from other institutions or professional associations within the discipline.

Review of Program Productivity by the Council of Higher Education

The foreign language degree programs in the public institutions also are reviewed periodically by the Council of Higher Education, which has statutory responsibility to terminate non-productive degree programs that fail to meet minimal enrollment standards. In the past, a number of degree programs in specific languages have been terminated by Council action because they failed to produce the required average annual number of graduates or to maintain minimum average enrollments in upper-level courses.

The Council's actions generally have had little effect upon the institutions. In some institutions, several small "unproductive" programs in individual modern languages have been combined into one program that offers several major language tracks. Other terminated degree programs, primarily in the Classical languages, have been relegated to minors, either free-standing or

attached to other disciplines. In virtually no institution have the advanced level courses in the language or the foreign language faculty disappeared from the institution.

The termination actions have had some impact upon the discipline, however. The combination of individual language programs into one composite program has created some problems in the recruitment and retention of faculty. Moreover, the restructuring of foreign language offerings as minors and the reduction of upper level courses have had a negative impact upon the production of certified language teachers for the secondary schools, an especially serious consequence at a time when the secondary schools face a severe shortage of qualified teachers in the discipline. The Task Force therefore recommends that

- The Council of Higher Education, when reviewing the productivity of a foreign language degree program, take into account the effect of terminating the program upon the adequate supply of certified language teachers for Virginia's secondary schools.

Future Support and Coordination of the Foreign Language Discipline

The Task Force believes that this quality assessment of the foreign language discipline will be useful to both the institutions and the Council of Higher Education as those bodies respond to the anticipated increasing demand for foreign languages in Virginia's public institutions. Recent studies and initiatives at the national, state, and local levels have reawakened interest and created new expectations for the discipline, and the Task Force is concerned that this momentum be maintained. The Task Force therefore recommends that

- The Council of Higher Education continue its support and coordination of foreign language activities in Virginia's institutions of higher education, and appoint a qualified member of its staff with whom institutional representatives from time to time may confer.

The members of the Task Force on Foreign Languages stand ready to provide in the future such advice and assistance as the Council and the institutions may desire.

CHAPTER 5

SUMMARY

For nearly two decades the foreign language discipline has experienced a significant decline in many parts of the nation. This has been at a time, ironically, when the United States has assumed an increasingly active role in world affairs and when American business and industry has been transformed into international and multinational entities. Virginia's record in the foreign language discipline has been better than average. During the 1960's and 1970's, most states' secondary school enrollments in foreign languages have been severely eroded. Virginia enrollments in the classical and modern languages, however, have remained generally stable. Moreover, in contrast with the wholesale abandonment of language requirements in colleges and universities throughout the nation, a portion of Virginia's post-secondary institutions have retained foreign language study as a precondition for admission and graduation in some degree programs.

Fortunately, the downward spiral appears to have halted nationally, and in many states the interest in foreign language study has begun to increase significantly. The Task Force believes that the time has come for the foreign language discipline in the Commonwealth to undergo complete revitalization. Virginia's institutions of higher education must prepare their graduates both to function effectively as liberally educated citizens of a free society and to work in a rapidly shrinking international environment. The Task Force therefore calls upon Virginia's institutions to place themselves at the cutting edge of American higher education by reemphasizing the importance of the foreign language discipline.

To this end, the Task Force has made a number of recommendations. One group of recommendations, presented in Chapter 4, addresses issues in the

discipline that affect the entire system of public higher education in the Commonwealth. Another group of recommendations, found in Appendix I, is addressed to the individual public institutions. After considerable discussion and reflection, the Task Force has selected a limited number of recommendations that merit special emphasis. If these recommendations are adopted and implemented, there is no doubt that the foreign language discipline will undergo substantial revitalization in Virginia.

Virginia has been among the leading states in terms of percentage of high school students enrolled in foreign language courses, and the study of foreign languages at the secondary level will be encouraged further by the requirements of the new Advanced Studies Diploma curriculum. In order to take advantage of this movement and to ease the pressure upon Virginia's institutions of higher education to offer introductory language courses that more properly belong at the secondary level, the Task Force recommends that

- Each senior institution, as soon as possible and by no later than Fall 1988, require that all matriculating students have completed at the secondary level either two years of each of two foreign languages or (preferably) three years of one foreign language.

The study of foreign languages is a central component of liberal education. It is also increasingly useful and necessary in the preparation for professional and business careers in an international society. The Task Force therefore recommends that

- Each senior institution as soon as possible require a minimum of two years of study, or its equivalent, in on foreign language for all baccalaureate programs leading to the Bachelor of Arts or Bachelor of Science degree.

- Each senior institution encourage students enrolled in all other baccalaureate programs to complete at least one (and preferably two) years of study of a foreign language.

- Each two-year institution as soon as possible require a minimum of two years of study, or its equivalent, in one foreign language for all college-transfer degree programs.

Even though an increasing percentage of matriculating students will have studied one or more foreign languages at the secondary level, some of them will choose to begin the study of a new language in college. Because introductory-level foreign language courses are designed to provide a secure foundation in the aural/oral skills, the Task Force recommends that

- All introductory-level foreign language courses consist, at a minimum, of four class contact hours per week plus one hour per week of language laboratory or small-group oral drill.

One important result of the study of foreign languages is the development of a multi-cultural perspective and an "international literacy." Moreover, the interaction of the foreign languages with other disciplines strengthens the international and cross-cultural perspective of the entire curriculum. The Task Force therefore recommends that

- Each institution, to the maximum extent possible, incorporate into its lower-level foreign language curriculum a multi-cultural and international perspective.

- Each institution encourage all disciplines and departments to ensure that multi-cultural and international perspectives are incorporated in their curricula through the establishment of appropriate liaisons with the foreign language department.

The Classical languages traditionally have been both the means of transmitting the humanistic concepts of Western civilization and an important contributor to the liberal arts disciplines. There is renewed interest in the study of Latin at the secondary level, and this has led to a critical shortage of qualified Latin teachers in Virginia's high schools. The Task Force recommends that

- The senior institutions, when resources and anticipated enrollments permit, develop a major program in Classical Studies, whether leading to a baccalaureate degree in Classical Languages or in Interdisciplinary Studies, whose curriculum meets the requirements for teacher certification.

The advent of the global society and the movement of American business into international markets, especially the Pacific Basin, have highlighted the need

for more instruction in the less-commonly taught languages. Many of Virginia's public institutions now offer lower-level courses in these languages, and the Task Force recommends that

- The institutions, to the extent enrollment demand and resources permit, expand their lower-level course offerings in the less-commonly taught languages to full baccalaureate programs.

The preparation of well-qualified language teachers for the secondary schools becomes even more important as foreign language study in Virginia's high schools increases. The Task Force believes that a special program should be established, which combines advanced training in the target language with study in the target country, and therefore recommends that

- Planning begin for the establishment of a center which offers a program incorporating both language instruction at the graduate level and one year of study abroad to prepare secondary school teachers of foreign language.

The continued improvement and vitality of the foreign language discipline requires that Virginia's teachers of foreign languages, whether in the institutions of higher education or at the secondary level, maintain their teaching skills at a high level of professional development. In order to provide a focus for this activity, as well as to serve as a means of disseminating information on new developments in instructional technology, the Task Force recommends that

- One or more Center(s) for Excellence in Foreign Language Instruction be established.

The centralized governance of Virginia's community colleges offers great opportunity for coordinated efforts to improve and expand foreign language instruction throughout the system. The Task Force recommends that

- The Virginia Community College System develop and promulgate a plan for the revitalization of foreign language education, and establish a position in the central office to coordinate and assist the development of foreign language discipline throughout the system.

In the past, several degree programs in specific foreign languages have been terminated by the Council of Higher Education because they failed to meet minimum standards for degree productivity or upper-level enrollments. The principal result of these actions has been to reduce the opportunities for preparing certified language teachers for the secondary schools. The Task Force therefore recommends that

- The Council of Higher Education, when reviewing the productivity of a foreign language degree program, take into account the effect of terminating the program upon the production of certified language teachers for Virginia's secondary schools.

It is obvious from these recommendations that in the immediate future the Commonwealth will need to increase its support for the foreign language discipline, and, indeed, the liberal arts in general. These recommendations understandably have cost implications: additional faculty positions to accommodate the anticipated student enrollments, more realistic levels of support for faculty professional development, improved instructional support including language laboratories and computer-assisted instruction. Nevertheless, even in times of limited resources, Virginia has always maintained a steady level of commitment to its educational institutions, and the Task Force believes that what it recommends is both realistic and necessary. The quality of higher education in the liberal arts is at stake.

It is apparent that not all of the institutions can adopt all of the recommendations as an integral group. Some may not have the resources to adopt more than a small number of them. The appropriate administrators at each institution and in the central administration of the Virginia Community College System will need to examine carefully the recommendations contained in this report and make the requisite choices consistent with their educational goals and institutional resources. They will need to establish schedules and strategies for implementation that vary from campus to campus. Despite these

constraints, the Task Force believes that the institutions must respond to the steadily increasing national --and indeed statewide-- demand that the foreign language discipline be strengthened. Surely the national interest requires that this demand be taken seriously.

Nor is the Task Force making a plea only on behalf of general education or the liberal arts. While recognizing the central importance of foreign languages as part of general education, the Task Force stresses that the study of this discipline is essential for many of the professions in a world that grows smaller and smaller. The rise of global interdependency, intercultural and international communications, and trans-national business and industry cannot be ignored. Graduates of Virginia's public institutions of higher education face a highly competitive world. They must be provided with an education that will arm them for this kind of world. As Secretary of Education William J. Bennett has stated,[1]

> Do not fear the world too much. Take time to make mankind your business: read literature, study history, know philosophy, learn languages. You will find that the humanities and other liberal arts will help you succeed, and profit, in any career or endeavor.

---

[1]"Go Ahead, Major in the Liberal Arts," Washington Post (January 13, 1985), B-7.

APPENDIX I

ASSESSMENT OF FOREIGN LANGUAGE ACTIVITIES IN EACH PUBLIC INSTITUTION

This appendix contains an evaluation of the foreign language activities in each public institution of higher education in the Commonwealth. The evaluations are based on the institutional self-studies of activities during the 1982-1983 academic year and the Fall 1983 term, and address the following aspects: scope of instruction, admission and graduation requirements, enrollments, curriculum, faculty, institutional support, and inter-institutional and innovative activities. Included in the evaluations, where appropriate, are recommendations by the Task Force to individual institutions.

Four-Year Public Institutions

Christopher Newport College

Christopher Newport College offers the Bachelor of Arts in Modern Languages. The degree program, initiated in 1972, provides majors in French, German, and Spanish. Students also may minor in these three modern languages as well as in the Classics.

Admission and Graduation Requirements

The institution does not require any prior study of foreign languages for admission. Placement tests are administered by the Department of Modern and Classical Languages for those entering students who have some knowledge of a foreign language, and college credit is granted retroactively for language study at the secondary level. Students pursuing the Bachelor of Arts degree must complete the equivalent of two years' study of a foreign language, and foreign languages are included in two of the three general education options to be selected by Business majors, but there is no institution-wide foreign language requirement for graduation.

Enrollments

Foreign language enrollments at Christopher Newport College have increased by 27 percent during the past five years, rising from 1,541 credit hours generated in 1978-1979 to 1,627 in 1982-1983. This growth, however, has been concentrated in lower-level courses, which grew by 509 credit hours (45.5 %). Upper-level course enrollments declined by 21 percent during the same period, and the 334 credit hours generated in upper-level courses during 1982-1983 represents only 17 percent of the institution's total foreign language activity. During Fall 1983, headcount enrollments were 344 in lower-level courses and 104 in upper-level courses, and 27 students were full-time majors in the foreign language program. During 1982-1983, the institution conferred 9 baccalaureate degrees in modern foreign languages.

Curriculum

The modern foreign language degree program requires a minimum of 27 credit hours at the upper-level, including a minimum of six hours each in language and literature. The published curriculum includes a good balance of grammar, literature, and civilization courses, but during the 1982-1983 regular session only 11 of 50 upper-level courses were actually taught. Both institutional and departmental evaluations of the curriculum are conducted on a regular basis. Student evaluations are required in all courses, and there is peer evaluation of teaching during alternate years.

Introductory-level courses award four credits for three classroom hours plus one hour of language laboratory. All other courses carry three credits. Upper-level courses are taught almost entirely in the language, and majors are expected to attain at graduation an oral proficiency level ranging from "Advanced-Plus" to "Superior." While the average class size in introductory-level modern language courses exceeds 21, intermediate and advanced-level course

enrollments average 18 or less.

The college has no formal study-abroad program, but the foreign language department annually sponsors a Spring trip to Mexico or Spain that is open to all interested students and the general public. Because the institution is non-residential, there are no language houses. A member of the department teaches courses in language methodology and supervises foreign language student teachers.

Faculty

During the Fall 1983 term, foreign language courses were taught by six full-time faculty, all of whom were tenured. Half of the foreign language faculty hold the doctorate, one is a native speaker, all have resided abroad, and two have published within the last five years. The average teaching load of the foreign language faculty during the Fall 1983 term, 15.66 credit hours, was heavier than that of the foreign language faculty in any other senior public institution and significantly higher than the 10.89 credit hour discipline average in the senior public institutions.

Institutional Support

The institutional expenditure for the foreign language activity during 1982-1983 was $38.13 per student credit hour generated. This level of support for the discipline was the lowest among the 15 senior public institutions. The 1982-1983 salary averages by rank for the foreign language faculty were above the institutional averages for Assistant and Associate Professor and below the institutional average for Full Professor. Expenditure for faculty development averaged less than $200 per faculty member and was used primarily to support attendance at professional meetings. The department received a modest allocation for equipment. The institution also supports a 12-station language laboratory (reduced from a pre-Fall 1982 size of 30 stations) that is open 18

hours per week.

Inter-Institutional and Innovative Activities

A two-plus-two articulation agreement enables graduates of Thomas Nelson Community College to transfer into the Christopher Newport foreign language program. German majors may enroll in upper-level literature courses at Old Dominion University. The department has conducted German courses for local businesses and is developing an inter-departmental program in international cultures.

Recommendations

The foreign language faculty at Christopher Newport College appear to be qualified, knowledgeable, and dedicated. The department strives to offer a balanced program in its major areas and to train and supervise its students who seek teacher certification. The small size of the activity, however, both imposes heavy workloads on the faculty and limits the availability of course offerings, and the Task Force recommends that

- The number of foreign language faculty that teach each major language be increased as quickly as possible so that a greater variety of upper-level required and elective courses are offered each semester.

- The arrangement whereby German majors may enroll in upper-level courses at Old Dominion University be expanded to cover all the major languages offered by the institution.

The Task Force also believes that the institution should

- Discontinue the practice of retroactively granting college credit for foreign language courses taken in high school. Advanced standing or advanced placement of entering students who demonstrate special competencies would be more appropriate.

- Reassess its expectations for oral proficiency of students in upper-level courses. An expectation of "Superior" appears to be unrealistic.

Clinch Valley College

Clinch Valley College offers the Bachelor of Arts in Foreign Languages.[1] The degree program, initiated in 1968, provides majors in French and Spanish. Some German courses are also taught, and Latin was offered through 1982.

Admission and Graduation Requirements

There are no institution-wide foreign language requirements for either admission or graduation at Clinch Valley College. Two programs leading to the Bachelor of Arts degree do include a foreign language component, however. The Biology program requires a sequence terminating in a second-semester intermediate-level course, and the English program requires a 12 credit-hour sequence in either Latin, a modern foreign language, or world literature.

Enrollments

Foreign language enrollments at Clinch Valley College have increased by 19 percent during the past five years, rising from 366 in 1978-1979 to 435 in 1982-1983. Nevertheless, the foreign languages accounted for less than two percent of all student credits generated, and the institution continues to represent less than 0.5 percent of the total systemwide activity in the discipline. Moreover, the enrollment increase was only at the lower level. While 87 (23.8 %) of the total foreign language credit hours were generated in upper-level courses during 1978-1979, in 1982-1983 upper-level enrollments accounted for only 9.0 percent (39 credits) of the total activity. During Fall 1983, headcount enrollments were 87 in lower-level courses and 17 in upper-level courses, and one student was a full-time major in the foreign language program. During 1982-1983, the institution did not confer any baccalaureate degrees in foreign languages.

---

[1] The baccalaureate program was discontinued in 1984 due to low degree productivity.

Curriculum

The foreign language degree program requires a minimum of 24 upper-level credit hours in the major language and at least 12 credit hours in a second language. The published curricula of the two major languages emphasize literature. During the 1982-1983 regular session, only 8 (5 French and 3 Spanish) of the 46 listed upper-level courses were actually taught. The college's foreign language activity has been reviewed by external consultants, in 1977 and 1982. All faculty are evaluated annually, and one course taught by each faculty member during the Fall term is subject to student evaluation.

The language courses generally award three credits for three classroom contact hours. The catalogue also lists an introductory-level sequence of courses in each major language that awards four credits for three classroom hours plus a one-hour laboratory component, but these courses have not been taught in the past two years. Upper-level courses are taught almost entirely in the language, and majors are expected to attain on graduation an oral proficiency level of "Advanced." While introductory-level French and Spanish average class sizes are very large (43 and 27, respectively), intermediate and advanced-level course enrollments average six or less.

The college has no formal study-abroad program, but does provide limited financial support from private funds to students who wish to travel or study abroad. The institution has no language houses but does sponsor an International Club for interested students. The scheduling difficulties inherent to a small program limits the training of secondary school language teachers to occasional independent study courses.

Faculty

During the Fall 1983 term, foreign language courses were taught by two full-time and one part-time faculty members. Both full-time faculty are

tenured, and one is a native speaker, holds the doctorate, and has published within the last five years. All the foreign language faculty have resided abroad. During the Fall 1983 term, the full-time faculty taught an average 12.50 credit hours, and the part-time faculty member taught one three-hour course.

Institutional Support

The institutional expenditure for the foreign language activity during 1982-1983 was $99.83 per credit hour generated. This level of support for the discipline ranked second highest among the 15 senior public institutions, even though the number of credit hours generated and the actual expenditure were lowest in the senior system. The 1982-1983 salary averages by rank for the foreign language faculty were above the institutional average for Assistant Professor and below the institutional average for Associate Professor. Expenditure for faculty development averaged approximately $500 per full-time faculty member and was used primarily to support attendance at professional meetings. Because the college has no language laboratory, there was no allocation for equipment.

Inter-Institutional and Innovative Activities

Both full-time foreign language faculty participate in the Southwest Virginia Language Festival. Both are members of the Holston Valley Foreign Language Association and speak extensively in area schools.

Recommendations

The foreign language activity at Clinch Valley college is in serious trouble. Abandonment of language requirements in almost all degree programs, a two-thirds reduction in full-time faculty during the past decade, and small enrollments in a severely-limited curriculum have combined to create an environment that has been characterized by an external consultant as "hostile for foreign language study." These difficult conditions are exacerbated further

by the perceived lack of support for the discipline by either the administration or faculty.

The Task Force believes that the foreign language activity at Clinch Valley College cannot continue to function in its present environment, and the institution therefore faces two choices for the immediate future. The first, and decidedly less preferable, would be to abandon the liberal arts philosophy of education and cease all foreign language instruction. The second, and recommended, choice would be to implement the Task Force recommendations found in Chapter IV of this document. By imposing foreign language requirements for admission to the institution and for completion of the general education component of all degree programs in the liberal arts and sciences, the institution would create a base of lower-level enrollments upon which to build a foreign language degree program in the future.

George Mason University

George Mason University offers three baccalaureate degrees in foreign languages: the Bachelor of Arts in French and the Bachelor of Arts in Spanish, both initiated in 1968, and the Bachelor of Arts in German, initiated in 1971. A Master of Arts in Spanish was offered from 1974 to 1981, when it was replaced by a Master of Arts in Foreign Languages that houses majors in French, German, and Spanish. The institution is planning to initiate a Russian track in the master's program. During the Fall 1983 term, additional courses were offered in Arabic, Italian, Japanese, Korean, Latin, Russian, and Vietnamese.

Admission and Graduation Requirements

The institution normally requires a minimum of two year's prior study of a foreign language for admission of all undergraduate students except those intending to major in Computer Science, Engineering, or Mathematics, although this requirement is often not enforced. Twelve credit hours of foreign language

study are required for graduation with the Bachelor of Arts degree. Students who have completed two or more years of foreign language study at the secondary level are required to take the College Entrance Examination Board (CEEB) language examination and are placed according to their scores. The institution exempts from the language requirement those students who attain a score of "Intermediate-High" on the placement examination. Native-speakers who studied for at least four years in a school where the language of instruction is other than English are also exempt from the language requirement. There is no institution-wide foreign language requirement for admission to graduate study.

Enrollments

Foreign language enrollments at George Mason University have increased during the past five years. Total credit hours in the discipline rose from 7,662 in 1978-1979 to 9,108 in 1982-1983, an increase of 18.9 percent. While course enrollments have expanded at all levels, there has been a significant movement towards upper and graduate-level courses. Although increasing by 2.6 percent during the past five years, lower-level enrollments decreased from 76.6 percent to 66.1 percent of total foreign language credits while upper-level enrollments increased by 1,031 credit hours (from 20.9 percent to 28.9 percent of the whole). Graduate course enrollments increased during the five year period by 142 percent, and the 450 credit hours generated in 1982-1983 constituted 12.5 percent of the total graduate foreign language instruction in senior public institutions.

During Fall 1983, headcount enrollments in foreign language courses consisted of 809 lower-level, 763 upper-level, and 68 graduate students. Eleven full-time and 4 part-time students were undergraduate majors in the French program, 6 full-time and 7 part-time in the German program, and 15 full-time and 7 part-time in the Spanish program. Graduate majors in the program leading to

the Master of Arts in Foreign Languages include 4 full-time and 24 part-time students. During 1982-1983, the institution conferred 6 French, 4 German, and 5 Spanish degrees at the baccalaureate level, and conferred 6 Master of Arts degrees to students who had completed the (discontinued) Spanish program.

Curriculum

The baccalaureate programs in French, German, and Spanish each require a minimum of 27 credit hours in upper-level courses, of which 3, 6, and 6 hours respectively may be in courses taught in English. The master's program in Foreign Languages requires from 30 to 36 hours, depending upon the language track, of which 6 hours may be an optional thesis. The published curriculum for the foreign language programs includes a good balance of language, literature, and civilization courses, but during the 1982-1983 regular session less than 50 percent of the upper-level and graduate courses in each major language were actually taught. Most of these were literature courses; only one upper-level grammar course was offered in the French and German programs. The foreign language curricula are reviewed annually by the Department of Foreign Languages and Literatures, and student evaluations of teaching in all courses.

Most foreign language courses carry three credits, and introductory-level courses include an additional one-hour mandatory language laboratory component. Accelerated lower-level courses are offered in French, German, and Spanish, and these courses award six credits for six classroom and two laboratory contact hours. The target language is used in instruction as much as possible, and majors are expected to attain at graduation an oral proficiency level of "Advanced-Plus." During the Fall 1983 term, average class sizes in introductory-level courses ranged from 23 (German) to 46 (Latin), in intermediate-level classes from 9 (Latin) to 24 (German), and in upper-level classes from 9 (Korean) to 28.5 (Russian). The average class size in graduate

courses ranged from 1 (German) to 10 (Spanish) students.

George Mason University has no formal study-abroad program, but the department conducts periodic trips, lasting from 2 to 3 weeks, to France, Spain, Russia, and Mexico. Because the institution is primarily non-residential, there are no language houses, but the department has established conversation circles in the major languages. Non-credit courses and summer workshops carrying graduate credit, for high school language teachers, are offered periodically.

Faculty

During the Fall 1983 term, foreign language courses were taught by 17 full-time faculty, 14 of whom were tenured. Sixteen (94 %) of the full-time faculty hold the doctorate, 10 (56 %) are native speakers, all have resided abroad, and 15 (88 %) have published within the past five years. Within the fifteen senior public institutions, the George Mason faculty rank highest in percentage of native speakers and second highest in terms of publications. The institution's emphasis on faculty research is reflected in the average workload of the full-time faculty during the Fall 1983 term, 9.00 credit hours, the lowest average workload among senior institutions.

Thirteen part-time faculty, seven of whom hold the doctorate, also taught foreign language courses during the Fall 1983 term. This group of adjunct faculty compose both the second largest number of part-time faculty and the second largest proportion of total appointments (43.3 %) among the senior institutions. Graduate Teaching Assistants also are used on a limited basis when available. These GTA's are closely supervised and are required to complete a course in foreign language teaching methodology.

Institutional Support

The institutional expenditure for the foreign language activity during 1982-1983 was $66.58 per student credit hour generated, and this level of

support ranked sixth among the fifteen senior public institutions. The 1982-1983 salary averages by rank for the foreign language faculty were below the institutional averages for the Assistant and Associate Professor ranks but above the institutional average for the Full Professor rank. The institution expended $24,425 for faculty development during 1982-1983, the third highest expenditure for this purpose among the senior public institutions. The foreign language activity received a $7,686 allocation for equipment, and the institution maintains a 42-station language laboratory.

Inter-Institutional and Innovative Activities

Through an informal arrangement with Northern Virginia Community College, the course content of the lower-level foreign language courses are coordinated to enhance articulation and transfer of students. George Mason University offers lower-level courses in less-commonly taught languages in response to local interests. Several courses have been developed for business, and the department administers the Paris Chamber of Commerce examination to qualified students. A certificate program for translators is currently being developed.

Recommendations

The Department of Foreign Languages and Literatures at George Mason University is staffed by a well-qualified full-time faculty whose 9 hour average teaching load reflects the strong commitment to research and publication typical of graduate institutions. The full-time faculty, supplemented by a large number of adjuncts, teach enrollments that have grown significantly during the past five years, especially at the upper and graduate levels. Program offerings, however, tend to be primarily literature courses, and the enrollments in many graduate courses are small. To strengthen the foreign language activities at George Mason University, the Task Force recommends that

- The number of adjuncts teaching the major foreign languages be reduced significantly by conversion of a portion of the part-time positions to a comparable number of full-time appointments, and the remaining part-time positions be used primarily in teaching the less-commonly taught languages.

- No additional language programs or tracks be added until major enrollments have reached levels that permit a majority of the courses now listed in the published curricula to be offered.

The Task Force also believes that the institution should

- Implement the planned certificate program for translators, and develop additional programs and course sequences to meet the needs of industry, business, and government in Northern Virginia.

James Madison University

James Madison University offers programs leading to the Bachelor of Arts degree in four languages: French and Spanish, both initiated in 1940; German, initiated in 1967; and Russian, initiated in 1973. Students may minor in each of these four modern languages as well as in Latin, and some Greek courses also are available.

Admission and Graduation Requirements

There are no institution-wide foreign language requirements for either admission or graduation at James Madison University. Students seeking the Bachelor of Arts degree are required to have a minimum of two years of foreign language study at the secondary level and must complete a sequence of courses through the intermediate level (normally from 6 to 14 credit hours) at the institution. The Department of Foreign Languages and Literatures offers credit by examination for study at the secondary level, and students who pass these examinations are exempted from portions of the degree requirements.

Enrollments

Foreign language enrollments at James Madison University have increased by 43 percent (1,742 credit hours) during the past five years. This trend has

occurred at both course levels, and the distribution between levels has remained stable with approximately 80 percent of the foreign language credit being generated in lower-level courses. The 1,085 upper-level credit hours generated during 1982-1983, however, accounted for 5.4 percent of all foreign language instruction at that level in the senior public institutions.

During Fall 1983, foreign language headcount enrollments were 618 in lower-level courses and 223 in upper-level courses. Additionally, foreign language service courses enrolled 717 headcount students. The four foreign language programs had 95 majors: 38 in French, 14 in German, 11 in Russian, and 33 in Spanish. During 1982-1983, the institution conferred 5 French, 1 German, 5 Russian, and 13 Spanish degrees at the baccalaureate level.

Curriculum

The four modern language degree programs require a minimum of 30 credit hours beyond the introductory level, including 18 hours in language, 3-6 hours in civilization, and 6-9 hours in literature. The published curriculum includes a good balance of these courses, and more than half the listed upper-level courses in each modern language except German were actually taught during the 1982-1983 regular session. Both institutional and departmental evaluations of the curriculum are conducted on a regular basis. Student evaluations are required of all faculty seeking promotion or tenure.

Introductory-level language courses award four credits for four classroom contact hours, and those in the modern languages also require one laboratory hours per week. An accelerated Spanish course, which awards six credits for six classroom and one laboratory contact hours, also is offered at the introductory level. All other language courses carry three credits. Upper-level courses are taught almost entirely in the language, and majors are expected to attain at graduation an oral proficiency level of "Advanced-Plus." The average class size

in lower-level modern language courses range from 11 to 37 and generally exceed 22. Except for upper-level French courses, which average 24 students, the advanced modern language average class size does not exceed 16.

Although the institution has no formal study-abroad program, the department sponsors annually a three-week, three credit course involving travel and study in France, Spain, or the Soviet Union. Ten students, including two foreign-exchange students, are accommodated in a foreign language house. This facility also is used by foreign language clubs and departmental honors organizations. A course in foreign language teaching methodology, a required course for students seeking foreign language teacher certification, is team-taught by a member of the foreign language department and faculty in the School of Education and Human Services.

Faculty

During the Fall 1983 term, foreign language courses were taught by 11 full-time faculty, all of whom were tenured. Eight (73 %) hold the doctorate, four (36 %) are native speakers, and eight (73 %) have resided abroad. Even though the Fall 1983 average workload of the full-time faculty was 14.55 credit hours, third highest among the senior institutions, ten (91 %) of the full-time faculty have published within the past five years. Two part-time faculty, carrying an average workload of 7.50 credit hours, also taught during the Fall 1983 term.

Institutional Support

The institutional expenditure for the foreign language activity during 1982-1983 was $65.54 per student credit hour generated. This level of support for the discipline ranked eighth among the 15 senior public institutions. The 1982-1983 salary averages by rank for the foreign language faculty were above the institutional averages for Assistant and Associate Professor and below the institutional average for Full Professor. Expenditure for faculty development

averaged approximately $250 per full-time faculty member. The department's student support funds, approximately $10,000 in scholarships and $8,000 in work-study and wages, was the second largest allocation to the discipline among the senior public institutions during 1982-1983. The departmental expenditure for supplies and equipment includes support for an antiquated 20-station language laboratory that is scheduled for major renovation.

Inter-Institutional and Innovative Activities

The institution conducts camps in Russian and Spanish for Virginia high school and college students. The foreign languages department has worked with other departments in the institution to develop interdisciplinary programs in Latin American Studies and Russian Studies, and has worked closely with the School of Business in creating a major in International Business. The language department also participates in the National Security Agency's cooperative education program for Russian majors.

Recommendations

The Department of Foreign Languages and Literatures at James Madison University is staffed by a well-qualified faculty who have maintained a strong commitment to research and publication despite heavy teaching loads. The full-time faculty, supplemented by adjuncts, teach enrollments that have grown significantly during the last five years. The curricula of the major languages incorporate a good balance of grammar, literature, and civilization courses, and the department has ambitious, but realistic, plans for continued enhancement of the discipline. To further strengthen the foreign language activities at James Madison University, the Task Force recommends that

- The number of foreign language faculty positions be increased as quickly as possible in order to reduce the average teaching load in the discipline to no greater than 12 credit hours and to substantially reduce the large class sizes in lower-level courses.
- A Latin major be reestablished to support the institution's teacher

certification program and to meet the growing need for high school Latin teachers.

The Task Force also believes that the institution should

- Require annual student evaluations of teaching for all foreign language faculty.
- Expand the facilities for its foreign language house.

Longwood College

Longwood College offers the Bachelor of Arts in Foreign Languages. The degree program, initiated in 1981, provides majors in French, German, and Spanish. Students also may minor in these three modern languages.

Admission and Graduation Requirements

Longwood College has no foreign language requirement for admission to the institution. Students seeking the Bachelor of Arts, or Bachelor of Fine Arts, or Bachelor of Music degree (normally about 8 percent of the student population), are required to take at least three credit hours of a foreign language at the 200 (intermediate) level. Those students who have completed at least three years of foreign language study in high school generally are placed at the 200-level, and consequently may complete the degree requirement with one three-credit course.

Enrollments

Foreign language enrollments at Longwood College, after declining during the early 1970's, have remained virtually stable for the past five years. There has been a significant shift of enrollments by level, however. While the credit hours generated in lower-level courses increased by 129 (14 %) from 1978-1979 to 1982-1983, during the same period upper-level credit hours decreased by 49 percent (-70 credit hours). During Fall 1983, headcount foreign language enrollments were 164 in lower-level courses and 46 in upper-level courses, and 8

students were full-time majors in the foreign languages program. During 1982-1983, the institution conferred 2 baccalaureate degrees in foreign languages.

Curriculum

The foreign language degree program requires a minimum of 24 credit hours above the introductory level in the major language and 12 credit hours above the introductory level in a second language. The published curriculum includes a balance of grammar, literature, and civilization courses, but during the 1982-1983 regular session only 8 of 30 listed upper-level courses were actually taught. The curriculum is reviewed periodically at the departmental level, and student evaluations are used in the evaluation of teaching performance.

Introductory-level language courses award four credits for three classroom and two drill-session contact hours. The general intermediate-level course in each of the three major languages and the intermediate Spanish conversation course all include one drill session per week. All intermediate and upper-level courses carry three credits. Upper-level courses are taught almost entirely in the language, and majors are expected to attain at graduation an oral proficiency level of "Advanced." While average class size in lower-level language courses range from 8 to 24, upper-level course enrollments average 5 or less.

The college has no formal study-abroad program, but a number of students each year study at various institutions in France, Germany, and Spain. Although there are no language houses, students participate in a foreign language club and language tables are available in the dining hall. The department offers a course in teaching methodology for each major language.

Faculty

During the Fall 1983 term, foreign language courses were taught by four full-time faculty, three of whom were tenured. All hold the doctorate, half are

native speakers, all have resided abroad, and one has published within the past five years. Their average workload during the Fall 1983 term was 13.75 credit hours. Additionally, one three-credit course was taught by a adjunct.

Institutional Support

The institutional expenditure for the foreign language activity during 1982-1983 was $63.15 per student credit hour generated. This level of support for the discipline ranked tenth among the 15 senior public institutions even though the the total credit hours generated and amount expended were the second lowest in the system. The 1982-1983 salary averages by rank for the foreign language faculty were below the institutional rank averages. Expenditure for faculty development averaged approximately $250 per full-time faculty member. Although the foreign language activity received a very small allocation for equipment, the institution supports a modern 25-station language laboratory and maintains an extensive video tape/disk library.

Inter-Institutional and Innovative Activities

Longwood and Hampden-Sydney Colleges have a cross-registration agreement whereby Longwood students may enroll in Latin, Greek, and Russian courses offered by the neighboring institution. The two institutions share video software, and Longwood faculty have been invited to participate in Hampden-Sydney's Southside Collaborative Program for faculty development (funded by a grant from the National Endowment for the Humanities).

Recommendations

The Department of English, Philosophy, and Foreign Languages includes a small cadre of well-qualified full-time foreign language faculty who attempt to maintain a balanced curriculum in three major languages. Small enrollments, however, both impose heavy workloads on the faculty (who typically average four or more preparations each term) and limit the availability of course offerings.

The Task Force therefore recommends that

- The institution hire additional foreign language faculty so that, at a minimum, two full-time faculty teach each major foreign language, thereby reducing each faculty member's number of separate course preparations each term while expanding the number and kinds of upper-level courses offered.

- Interdisciplinary and upper-level services courses be added to the curriculum to expand student interest in, and knowledge of, the discipline.

The Task Force also believes that the institution should

- Establish a separate department to house the discipline when the number of faculty and upper-division enrollments justify such a reorganization.

Mary Washington College

Mary Washington College offers four foreign language programs leading to the Bachelor of Arts degree. The Classics program, initiated in 1924, provides majors in the Classics and in Latin. Modern foreign language programs include French and German, both initiated in 1924, and Spanish, initiated in 1941. During the Fall 1983 term, additional courses were offered in Greek, Italian, and Russian.

Admission and Graduation Requirements

Students matriculating at Mary Washington College normally are required to have completed at least two years of foreign language study at the secondary level. With the exception of the Bachelor of Liberal Studies degree (a special degree program designed for older students), all degree programs at the institution require completion of courses through the intermediate level. Entering students who have had three or more years of high school language study generally are placed by advisement or choice in an intermediate-level course, and the institutional foreign language requirement for graduation usually may be satisfied by from two to four semesters of one language.

Enrollments

Although foreign language enrollments during the past five years at Mary Washington College have increased by 23 percent, from 5,569 credit hours generated in 1978-1979 to 6,860 in 1982-1983, the credit hours generated in upper-level courses during that period decreased by 290 (-23.4 %). The lower-level enrollments rose by 36.5 percent, however, and the 5,913 lower-level credit hours generated in the discipline during 1982-1983 represent nearly 8 percent of the institution's total lower-level instruction for that year. During Fall 1983, foreign language headcount enrollments consisted of 1,170 in lower-level courses and 105 in upper-level courses. Forty-three full-time students were majors in the four language programs, 1 majoring in Latin (in the Classics program), 21 in French, 9 in German, and 12 in Spanish. During 1982-1983, the institution conferred 1 Classics, 8 French, 1 German, and 8 Spanish degrees at the baccalaureate level.

Curriculum

The Classics program includes two major tracks: Latin, which requires a minimum of 25 credit hours of upper-level language courses and 12 credit hours of civilization or Greek courses, and Classical Civilization, a 39 credit-hour major which includes 12 hours of upper-level Latin or Greek. The three modern language programs each offer a major track that requires 30 credit hours of upper-level language and literature courses. The French and Spanish programs also include a language and civilization track that requires additional courses in civilization or other cognate fields. The published curricula for the major languages all contain a good balance of grammar, literature, and civilization courses, but during the 1982-1983 regular session a majority of the listed upper-level courses were taught only in the French and Spanish programs. Student evaluations are required in all courses.

All language courses award three credits for three contact hours per week. Use of the language laboratory, although not required, is strongly encouraged in lower-level modern language courses. Upper-level modern language courses are taught almost entirely in the language. The oral proficiency level expected of majors at graduation ranges from "Advanced" in French to "Advanced-Plus" in German and Spanish. While the average class size in lower-level modern language courses from 10 (Russian) to 33 (Spanish), upper-level course enrollments average 14 or less.

Although the college has no formal study-abroad program, approximately half of the modern foreign language majors spend their junior year abroad, and many other language study participate in summer travel/study programs in foreign countries. Each modern foreign language has its own language house, and native speakers serve as Resident Assistants in the French and German houses. There is a weekly language table for each modern language, and students participate in foreign language clubs. A course in language teaching methodology is offered by the Department of Education, and participation in the training of foreign language teachers by the Departments of Classics and Modern Foreign Languages is limited to the occasional observation of student teachers in the discipline.

Faculty

During the Fall 1983 term, foreign language courses were taught by two full-time faculty in the Department of Classics, Philosophy, and Religion, and by 12 full-time faculty in the Department of Modern Foreign Languages. Eleven of the faculty were tenured, 13 (93 %) hold the doctorate, 6 (43 %) are native speakers, 13 (93 %) have resided abroad, and nine (64 %) have published within the last five years. The average teaching load of the faculty teaching foreign languages during the Fall 1983 term was 12.31 credit hours. Four part-time faculty also taught modern foreign language courses during the Fall 1983 term.

These adjunct faculty carried an average workload of 6.00 credit hours.

Institutional Support

The institutional expenditure for the foreign language activity during 1982-1983 was $45.00 per student credit hour generated. This level of support for the discipline ranked twelfth among the 15 senior public institutions. The 1982-1983 salary averages by rank for the foreign language faculty were above the institutional averages for Assistant Professor and below the institutional average for Associate and Full Professor. Expenditures for faculty development, averaging approximately $230 per full-time faculty member, have funded research grants and supported attendance at professional meetings. During 1982-1983, the foreign language activity received $2,000 for equipment, and the institution supports a 30-station language laboratory.

Inter-Institutional and Innovative Activities

The Department of Classics, Philosophy, and Religion offers an interdisciplinary program in Classical Civilization, and the Department of Modern Foreign Languages two interdisciplinary majors, in Italian Civilization and in Russian Studies. Through a cooperative agreement with Germanna Community College, students at that neighboring institution may enroll in language courses taught at Mary Washington College.

Recommendations

The foreign language programs at Mary Washington College are taught by well-qualified faculty who generally are active in research and professional organizations. The full-time faculty, supplemented by adjuncts, teach enrollments that during the last five years have increased significantly, especially at the lower level. The language departments strive to offer a balanced program in the major languages, but the growth in lower-level enrollments has limited the availability of upper-level course offerings in the

more popular modern languages. The Task Force therefore recommends that

- The institution increase the number of foreign language faculty in order to reduce average class size in lower-level courses and to increase the number of upper-division courses offered in French and Spanish.

Norfolk State University

Norfolk State University initiated baccalaureate programs in 1956 that lead to the Bachelor of Arts degree in either French or Spanish. Students may minor in either language, and courses in German also are available.

Admission and Graduation Requirements

Norfolk State University has no institution-wide foreign language requirements either for admission or graduation. The graduation requirements for each degree program are set by the academic department housing the program, and specific departments spread throughout the various Schools do include a required foreign language component in their curricula: five programs require two years' study of a foreign language, and five programs require one year's study.

Enrollments

Foreign language enrollments at Norfolk State University, after declining during the early 1970's, have increased slightly during the past several years. Although still accounting for less than one percent of the total institutional enrollments, the foreign languages generated 1,197 credit hours during 1982-1983, an increase of 10.8 percent over those generated in 1978-1979. Enrollments in upper-level courses are still small (33 credit hours, 2.8 % of the total effort), but the five-year increase of 83 percent at this level may indicate renewed student interest in majoring in the foreign languages. During Fall 1983, headcount foreign language enrollments were 119 in lower-level courses and 55 in upper-level courses. Ten students were full-time majors in foreign languages, 7 in French and 3 in Spanish. During 1982-1983, the

institution conferred one Bachelor of Arts degree in Spanish.

Curriculum

Three tracks are available in the two foreign language degree programs. The Literature track requires a minimum of 22 upper-level credit hours in the target language and 12 credit hours in another language. The Technical-Vocational-Professional sequence requires a minimum of 30 credit hours in upper-level language courses, together with at least 30 credit hours in a secondary area of concentration. The Associate in Education sequence includes a minimum of 25 upper-level credit hours in one language. A variety of grammar, literature, and civilization courses are included in the published curriculum, but, due to the lack of language majors, only four upper-level Spanish courses were actually taught during the 1982-1983 regular session. Both institutional and departmental evaluations of the curriculum are conducted on a regular basis.

All language courses other than Senior Seminar and Practicum award three credits for three contact hours per week. Students in introductory-level courses are urged to make use of language tapes available in the institution's Audio Laboratory. Upper-level courses are taught almost entirely in the language, and majors are expected to attain at graduation an oral proficiency level ranging from "Advanced" to "Superior." Average class size in introductory-level language courses is less than 17, and intermediate and advanced-level course enrollments average 6 or less.

The institution has no formal study-abroad program, but foreign language faculty have sponsored several brief Summer trips abroad for interested students. The institution has no language house(s), but language clubs provide a variety of activities for interested students.

Faculty

During the Fall 1983 term, foreign language courses were taught by four

full-time faculty, all of whom were tenured. All of the foreign language faculty hold the doctorate, one is a native speaker, and all have resided abroad. None have published within the last five years. The average teaching load of the foreign language faculty during the Fall 1983 term, 10.25 credit hours, was fourth lowest among the senior public institutions.

Institutional Support

The institutional expenditure for the foreign language activity during 1982-1983 was $79.43 per student credit hour generated. This level of support for the discipline ranked third among the 15 senior public institutions even though the number of credit hours generated and the amount expended for the discipline ranked 13 of 15 and 12 of 15, respectively. The 1982-1983 salary averages by rank for the foreign language faculty were below the institutional averages for Assistant and Associate Professor and above the institutional average for Full Professor. Expenditure for faculty development averaged less than $40 per faculty member. The institution's Audio Laboratories provides one 40-station listening room and two 20-station, dial-retrieval equipped listening rooms.

Inter-Institutional and Innovative Activities

The foreign language faculty, working with various departments in the institution, have developed special service courses or tracks for students in such disciplines as Mass Communications, Speech Pathology and Audiology, and Social Work. Conversely, the Technical-Vocational-Professional track in the language programs permits majors to pursue a secondary concentration in another discipline. Through a cooperative relationship with Old Dominion University, students at either institution may enroll in language courses offered by the other.

Recommendations

The liberal arts in general and the humanities in particular play only a limited role in the educational life of the vast majority of students at Norfolk State University. Despite low enrollments (due in part to the absence of institutional language requirements) and marginal support for equipment and faculty development, the well-qualified and experienced foreign language faculty in the Department of English and Foreign Languages have maintained the foreign language activity at Norfolk State University at a level that would permit the discipline to grow and flourish with proper support. The institution should capitalize on this strength and resuscitate its foreign language programs by establishing an environment supportive of foreign language study. A significant increase in lower-level enrollments will develop a pool of prospective majors in the discipline; during this initial period of expansion, the Task Force recommends that

- The arrangement whereby majors in the foreign language programs may enroll in upper-level courses at Old Dominion University be continued.
- Expenditures for faculty development and instructional support be increased substantially.

As the number of foreign language enrollments increase, so will the workload of the faculty, and cost per credit hour in the discipline will decrease significantly. As soon as enrollments justify such actions, the Task Force further recommends that

- The number of foreign language faculty be increased so that all upper-level required and elective courses necessary for completion of the foreign language major can be offered on campus.
- A separate department be created to house the discipline.

Old Dominion University

Old Dominion University offers four foreign language programs leading to

the Bachelor of Arts degree. Programs in French, German, and Spanish were initiated in 1961, and a program in Russian was initiated in 1970. Students may minor in each of these modern foreign languages, and courses are also offered in Italian. The curriculum also incorporates courses in both Latin and Greek, although the latter has not been offered for several years. To meet the perceived demand for more, better qualified foreign language teachers in Tidewater secondary schools, the institution is considering the initiation of a master's program in foreign languages.

Admission and Graduation Requirements

The institution does not require any prior study of foreign languages for admission. Students pursuing the Bachelor of Arts degree in the College of Arts and Letters are required to attain a foreign language competency equivalent to the ACFTL "Intermediate-High" through completing a sequence of courses terminating at the 202 level. The College Entrance Examination Board language examination is administered regularly at the institution, and students achieving a minimum score of 500 are exempted from the 101-102 sequence. Students achieving a minimum 600 on the examination are exempt from the 201 course and are invited to seek exemption from the 202 course through an oral examination administered by the Department of Foreign Languages and Literatures.

Enrollments

Although enrollment in individual language programs has been erratic during the past five years, total foreign language enrollments at Old Dominion University have increased by 24 percent, rising from 4,851 credit hours generated during 1978-1979 to 6,034 during 1982-1983. The bulk of the increase has been in lower-level courses, which account for approximately 85 percent of the institution's total foreign language activity, and the 5,202 lower-level foreign language credit hours generated during 1982-1983 represents 6.3 percent

of all lower-level instruction during that year.

During Fall 1983, foreign language headcount enrollments were 1,041 in lower-level courses (including 54 in non-credit courses) and 143 in upper-level courses. Forty-one full-time students were enrolled as majors in the four foreign language programs (8 French, 16 German, 12 Russian, and 5 Spanish), and the Russian and Spanish programs also each enrolled 2 part-time majors. During 1982-1983, the institution conferred 8 German, 5 Russian, and 2 Spanish degrees at the baccalaureate level.

Curriculum

The four modern language programs each require a minimum of 27 credit hours at the upper level, including a minimum of six hours in advanced language. The published curriculum includes a good balance of grammar, literature, and civilization courses, but during the 1982-1983 regular session only 27 of the 86 listed upper-level courses were actually taught. Both institutional and departmental evaluations of the curriculum are conducted on a regular basis. Student evaluations are required in all courses, and there is periodic peer evaluation of faculty.

Except for independent study, all foreign language courses award three credits for three contact hours per week. Students in introductory-level courses may receive additional, non-credit assignments in the language laboratory at the discretion of the instructor. Upper-level courses are taught entirely in the language, and majors are expected to attain at graduation an oral proficiency level of "Superior." While the average class size in lower-level modern language courses ranges from 19 to 38, upper-level course enrollments average 12 or less.

The university is a member of the International Student Exchange Program which enables a limited number of students to study abroad through a student-

exchange arrangement with foreign institutions. Other foreign language students periodically study at institutions in Germany and Russia. Although there are no language houses, interested students participate in a variety of extra-curricular activities sponsored by the department. The foreign language department participates in the training of foreign language teachers by providing a course in language teaching methodology and by screening and supervising language student teachers.

Faculty

During the Fall 1983 term, foreign language courses were taught by 13 full-time faculty, 9 of whom were tenured. Six (46 %) of the full-time faculty hold the doctorate, the lowest percentage of foreign language faculty holding terminal degrees in any of the senior public institutions. Four (31 %) of the full-time faculty are native speakers, 12 (92 %) have resided abroad, and 7 (54 %) have published within the past five years. The average teaching load of the full-time foreign language faculty during the Fall 1983 term was 10.85 credit hours. Four part-time faculty, all of whom are native speakers, taught foreign language courses during the Fall 1983 term, carrying an average workload of 6.00 credit hours.

Institutional Support

The institutional expenditure for the foreign language activity during 1982-1983 was $39.96 per student credit hour generated. This level of support for the discipline was second lowest among the 15 senior public institutions. The 1982-1983 salary averages by rank for the foreign language faculty were below the institutional average for Assistant Professor and above the institutional averages for Instructor and Associate Professor. Expenditure for faculty development, excluding the one research grant ($850) from the School of Arts and Sciences, averaged approximately $140 per full-time faculty member and

was used primarily to support attendance at professional meetings. The department received a modest allocation for equipment, and the institution maintains a 20-station language laboratory. Foreign language students and faculty also have access to the institution's Center for Instructional Development and computer-based Laboratory for Instruction and Analysis.

Inter-Institutional and Innovative Activities

The Department of Foreign Languages and Literatures has developed close relationships with local school districts and provides assistance and support to language supervisors and teachers. Through cooperative arrangements with Christopher Newport College and Norfolk State University, students at one institution may enroll in language courses offered by another. The department participates in the National Security Agency's cooperative education program for Russian majors. The foreign language faculty frequently provide interpreter and translation services to business and governmental entities in the Hampton Roads area and often serve as guides for foreign visitors.

Recommendations

The Department of Foreign Languages and Literatures at Old Dominion University seeks to provide programs in four major languages and to serve the increasingly cosmopolitan constituencies of one of the world's major international trading ports. The department has identified a need to expand the curriculum to include less-commonly taught languages and believes that the increasing demand for foreign language teachers in local secondary schools may well justify the initiation of a master's program in the discipline. The major focus of instructional activity, however, is in lower-level courses whose enrollments have increased dramatically over the past five years, thereby limiting the availability of upper-level course offerings. Moreover, less than half of the full-time foreign language faculty now hold a terminal degree in the

discipline. The Task Force therefore recommends that

- Additional foreign language faculty who hold the doctorate be hired to reduce the large average class size in lower-level courses and to permit a majority of the upper-level courses in the major languages to be offered.

- No additional foreign language programs (especially at the graduate level) be initiated until the number of faculty holding the doctorate is increased significantly.

Radford University

Radford University offers both the Bachelor of Arts and Bachelor of Science in Foreign Languages. Students in this degree program, initiated in 1979, may major in French, German, Latin, or Spanish. Minors in each of these language are also offered, as are courses in Greek.

Admission and Graduation Requirements

There are no institution-wide foreign language requirements for either admission or graduation at Radford University. Students pursuing the Bachelor of Arts degree must complete 18 quarter hours of foreign language study, a course sequence composed of from four to six courses. Those students who have completed three or more years of a foreign language in high school and wish to continue that language cannot enroll in introductory-level courses.

Enrollments

During the past five years, foreign language enrollments at Radford University have increased by 42.5 percent, rising from 2,142 credit hours generated in 1978-1979 to 3,053 in 1982-1983. Although this trend occurred in both lower and upper-level course enrollments, the distribution of enrollments according to course level remained stable through the period with lower-level enrollments accounting for approximately 83 percent of the total foreign language instruction. During Fall 1983, headcount enrollments were 289 in lower-level courses and 181 in upper-level courses, and 22 students were full-

time majors in the foreign language program. During 1982-1983, the institution conferred 11 Bachelor of Arts degrees in foreign languages.

Curriculum

The foreign language degree program requires a minimum of 45 quarter credit hours at the upper level. The published curriculum includes a good balance of grammar, literature, and civilization courses, and during the 1982-1983 regular session a majority of the listed upper-level courses were offered in each major language except Latin. Both institutional and departmental reviews of the curriculum are conducted on a regular basis, and in 1982 the department was evaluated by an external consultant who was funded by a National Endowment for the Humanities Consultancy Grant. Faculty are also evaluated at least once every three years.

Introductory-level language courses award five credits per quarter for five contact hours per week. Intermediate-level courses meet three times, and upper-level courses meet either three or four times per week, and all award a comparable number of credits. A laboratory component is included in the introductory and intermediate-level courses in the modern foreign languages. Upper-level courses are taught almost entirely in the language, and majors are expected to attain at graduation an oral proficiency level ranging from "Advanced" to "Advanced-Plus." While the average class size in lower-level modern language courses ranges from 18 to 35, upper-level course enrollments average 21 or less.

The institution has no formal study-abroad program. Although there is no language house, French and Spanish language tables are available. Students also participate in language clubs and a variety of cultural activities sponsored by the foreign language department. The department's participation in the preparation of language teachers for the secondary schools is limited to selecting students for teacher training and the occasional observation of

student teachers in the discipline.

Faculty

During the Fall 1983 term, foreign language courses were taught by seven full-time faculty, three of whom were tenured. All of the foreign language faculty hold the doctorate, 2 (29 %) are native speakers, 5 (71 %) have resided abroad, and 5 (71 %) have published within the past five years. The average teaching load of the foreign language faculty during the Fall 1983 term, 13.86 credit hours, was fourth highest within the discipline in the public senior institutions. One five-credit course was also taught by a part-time faculty member during the Fall 1983 term.

Institutional Support

The institutional expenditure for the foreign language activity during 1982-1983 was $42.31 per student credit hour generated. This level of support for the discipline was third lowest among the 15 senior public institutions. The 1982-1983 salary averages by rank for the foreign language faculty were below the institutional average for the Assistant and Full Professor ranks. Expenditure for faculty development averaged approximately $220 per faculty member and was used primarily to support attendance at professional meetings. The department receives an allocation for equipment, and the institution supports a 20-station language laboratory that is staffed by work-study assistants 40 hours per week.

Inter-Institutional and Innovative Activities

The foreign language department has not developed specific ties of either an intra- or inter-institutional nature. Nor are there specific relationships with businesses in the area, although faculty members are available to provide interpretation or translation services on request.

Recommendations

Four major languages are offered by the well-qualified faculty in the Department of Foreign Languages at Radford University. Foreign language enrollments have grown dramatically during the past five years. This, plus the faculty's commitment to provide a balanced program in the major languages, have led to large lower-level average class sizes and increased teaching loads. The Task Force therefore recommends that

- Additional foreign language faculty be hired, so that there be at least two full-time faculty qualified to teach each of the major languages.

The Task Force also recommends that the institution

- Establish a foreign language house for majors and other students interested in foreign language study.

University of Virginia

The University of Virginia offers degree programs leading to the Bachelor of Arts, Master of Arts, and Doctor of Philosophy degrees in the Classical, French, German, Slavic, and Spanish languages and literatures. The Master of Teaching Arts degree also is available in French, German, and Spanish. These programs are housed in five departments, which together with the Division of Oriental Languages and the Department of Religious studies also support a wide variety of less-commonly taught languages. During 1982-1983 or the Fall 1983 term, the latter two administrative units offered courses in less-commonly taught languages such as Arabic, Chinese, Hebrew, Hindi, Japanese, Persian, Sanskrit, Swahili, Tibetan, and Urdu. Italian and Portuguese courses form an integral component of the courses taught by the Department of Spanish, Italian, and Portuguese Languages and Literatures, and Scandinavian literature and Swedish courses are included in curriculum of the Department of Germanic Languages and Literatures. The Department of Slavic Languages and Literatures

provides instruction in Polish, Serbo-Croatian, and Slavic as well as its major concentrations in Russian.

Admission and Graduation Requirements

Admission to all Schools of the University of Virginia except the School of Engineering requires two years of foreign language study at the secondary level. Students pursuing the Bachelor of Arts degree are required to fulfull a foreign language requirement that may be satisfied either by a minimum score of 620 on the Educational Testing Service (ETS) examination or successful completion of a foreign language course at the 202 level. Students who achieve a minimum score of 500 on the ETS examination normally are placed in a 200-level course.

Enrollments

Foreign language enrollments at the University of Virginia increased by 10 percent from 1978-1979 to 1982-1983. This growth was not evenly spread across all course levels or throughout all foreign language departments, however. Although lower-level enrollments increased by 1,715 credit hours (8.2 %) and upper-level enrollments rose by 1,598 credit hours (30.4 %), this expansion of baccalaureate-level instruction was offset somewhat by an 11.25 percent decline in graduate enrollments (-383 credit hours). Despite the decline in graduate enrollments, the foreign language graduate credit hours generated at the University of Virginia during 1982-1983 accounted for 85 percent of all graduate instruction in the discipline in Virginia's public institutions. Total departmental enrollments during the five-year period also varied, with the Classics, French, and Spanish, Italian, and Portuguese Departments experiencing modest increases and the German Department and the Division Oriental Languages noting slight declines.

During Fall 1983, headcount foreign language enrollments were 3,678 in lower level, 1,131 in upper-level, and 417 in graduate courses. Additionally, 3,218 headcount students were enrolled in foreign language service courses.

The foreign language programs enrolled 106 undergraduate majors and 103 graduate majors. The Classics program had 8 full-time majors at the undergraduate level, 7 full-time and 2 part-time at the master's level, and 3 full-time at the doctoral level. The French program, largest in terms of total majors, had 63 full-time and 1 part-time undergraduate, 16 full-time master's, and 22 full-time and 2 part-time doctoral majors. The German program had as majors 20 full-time and 1 part-time students at the undergraduate level, and 10 each at the master's and doctoral levels. Five full-time undergraduate, 13 full-time and 1 part-time master's, and four full-time and 1 part-time doctoral students were majors in the Slavic program. The Spanish program had 8 full-time undergraduate majors, seven full-time and 2 part-time majors at the master's level, and 3 full-time doctoral majors.

During 1982-1983, the institution conferred 112 degrees in foreign languages. Of these, 81 were at the baccalaureate level (4 Classics, 35 French, 21 German, 5 Slavic, and 16 Spanish), 27 were at the master's level (10 French, 5 German, 5 Slavic, and 7 Spanish), and 4 were the doctorate (3 French and 1 Slavic).

Curriculum

A variety of major tracks are available in the baccalaureate programs. Students in the French, German, and Spanish programs may pursue majors in language, literature, or general studies. The Classics program provides majors in Greek and Latin, and the Slavic program offers tracks in Russian studies and Russian language and literature. Numerous minor tracks are also available, the requirements for which vary according to department. The baccalaureate programs

generally require a minimum of 30 credit hours in upper-level courses, although the French literature and the Classics tracks require 36 hours and the Slavic program requires 24. Two of the upper-level courses applied to the German major may be literature-in-translation courses. A balance of language, literature, and civilization courses are included in each of the modern Western language baccalaureate programs. During the 1982-1983 regular session, however, less than half of the listed upper-level courses in Italian and Latin were actually taught.

The master's programs generally require a minimum of 30 credit hours in advanced-level courses. All these programs provide broad coverage in all fields of the discipline, and several offer specific concentrations (for example, Romance Linguistics in the French program, or options in Soviet Studies, Slavic Linguistics, and Russian Literature in the Slavic program). The doctoral programs generally require a minimum of 51 to 54 credit hours in advanced-level courses, excluding the dissertation. While including the required study of specific areas or fields within the discipline, they have sufficient flexibility in curricular structure to serve the special interests of individual students. The published curriculua of the graduate language programs all include a broad range of courses, but during the 1982-1983 regular session only in the French and Spanish programs were more than half of the listed courses actually taught.

All of the foreign language departments have recently been reviewed by visiting teams of distinguished scholars. Both evaluations of the curricula are conducted on a regular basis.

Intermediate and advanced-level language courses generally award 3 credits for three contact hours per week. Introductory-level courses generally award 4 or 5 credits for a corresponding number of classroom contact hours, and many of the courses include an additional laboratory component. Upper and graduate-

level courses in the modern European languages are taught almost entirely in the language, and undergraduate majors in those language are expected to attain at graduation an oral proficiency level ranging from "Advanced-Plus" to "Superior." Master's degree students in the modern language programs are expected to demonstrate proficiency levels of "Advanced-Plus" in the primary language and "Intermediate-High" in a secondary language. At the doctoral level, proficiencies of "Superior" in the primary language and from "Intermediate-High" to "Superior" in a secondary language are required.

During the Fall 1983 term, the average introductory-level class size ranged from 6 (Chinese) to 33 (Japanese), and the average exceeded 22 in seven languages, including French, Latin, Russian, and Spanish. At the intermediate level, the average class size ranged from 3 (Hindi) to 37 (Latin), and the average size for French, Latin, and Spanish classes at this level exceeded 20 students. Upper-level average class size, however, averaged 19 or less in all languages. The average graduate-level class size did not exceed 13 in any language and generally averaged less than 7.

The University is affiliated with several foreign-study organizations and has established programs which enable students to spend a semester in India or to study in Switzerland through an exchange program with the University of Basel. The Spanish department administers a program that provides opportunity for a year's study at the University of Valencia. In Fall 1983, a total of 250 undergraduates were studying abroad under the auspices of the university or other institutions. At the graduate level, the French department exchanges Graduate Teaching Assistants with Orléans University and annually provides an American conversationalist to the French Ministry of Education. The German department maintains a continuing exchange of graduate students with the University of Tübingen.

Language houses for advanced undergraduate students have been established by the French, German, Slavic, and Spanish departments. Each house has a Resident Assistant who is either a native-speaker or an advanced graduate student. Conversation in the modern foreign languages is also encouraged by the provision of language tables and the presence of native-speaking graduate students. Moreover, the French department annually awards a special scholarship to a graduate student from a French University who teaches an upper-level conversation course while pursuing the Master of Arts in English or American literature.

The preparation of foreign language teachers for the secondary schools is supported by the Master of Arts in Teaching (M. A. T.) degree. Offered in cooperation with the School of Education, this degree provides concentrations in French, German, Latin, and Spanish. The French department also has established a Summer curriculum to serve high school teachers. This program, which leads to the Master of Arts in French, does not include any education courses.

Faculty

In Fall 1983, the foreign language faculty was composed of 68 full-time appointments, 5 of whom were on leave. Sixty-four (94 %) of the full-time faculty hold the doctorate, 18 (26 %) are native speakers, 60 (88 %) have resided abroad, and 58 (85 %) have published within the last five years. The average workload of the 63 full-time faculty during the Fall 1983 term was 9.24 credit hours, second lowest in the senior public institutions, and it reflects the strong commitment to research typical of major graduate institutions.

Thirteen part-time faculty also taught language courses during the Fall 1983 term. Six of these adjuncts hold the doctorate, 5 are native speakers, 9 have resided abroad, and 3 have published within the past five years. The average workload of this group was 6.08 credit hours.

Graduate Teaching Assistants also provide instruction in the discipline, teaching primarily lower-level courses under the supervision of full-time faculty. The training of the GTA's ranges from informal conferences between the GTA and supervising teacher in the Classics department to the completion of advanced courses (including language methodology) in the French and Spanish departments. During the Fall 1983 term, the GTA's taught 128 sections of language courses: 56 French, 41 Spanish, 14 German, 13 Russian, and 1 each of Italian, Polish, Portuguese, and Serbo-Croatian. All introductory-level courses in French, German, and Spanish were taught by GTA's.

Institutional Support

The institutional expenditure for the foreign language activity during 1982-1983 was $113.17 per student credit hour generated. This level of support for the discipline was highest among the 15 senior public institutions. The 1982-1983 salary averages by rank for the foreign language faculty were below the institutional averages for all academic ranks. Faculty in the foreign language departments hold six endowed professorships (3 French, 2 Spanish, and 1 German).

Expenditure for faculty development averaged approximately $1,850 per full-time faculty member and provided research and travel grants and supported attendance at professional meetings. Moreover, in the absence of a sabbatical program, the university's Center for Advanced Studies provides a limited number of associateships that support a semester's leave with full salary. During 1982-1983, the foreign language activity received approximately $600,000 for student support, primarily for stipends paid to Graduate Teaching Assistants. An allocation of $136,000 for equipment supported a 70-station language laboratory.

Inter-Institutional and Innovative Activities

The language departments provide an impressive array of service courses which include not only civilization and literature-in-translation courses for non-majors but also French, German, and Spanish courses in commercial use of those languages. The French department is cooperating with the School of Commerce to incorporate into the undergraduate program various competencies desirable to the business community. Faculty of the language departments teach regularly in the interdisciplinary linguistics program. Since 1980, the university has operated a nine-weeks summer institute that provides the equivalent of two years' study in French, German, Italian, Russian, or Spanish.

Recommendations

The foreign language activity at the University of Virginia offers an impressive variety of languages through instruction ranging from occasional courses to degree programs through the doctoral level. Degree requirements at both undergraduate and graduate levels generally are stringent, and the foreign language faculty is extraordinarily competent and very productive in research and publication. There is strong institutional support for the discipline: salary averages for the higher academic ranks are competitive nationally, and per-capita support for faculty development is highest among the senior public institutions.

There are areas of concern, however. As in other senior institutions, the foreign language enrollments are primarily at the lower level, and many of the more popular languages face large average class sizes in introductory and intermediate-level courses. While the baccalaureate programs generally are productive --the 35 bachelor's degrees awarded in French during 1982-1983 ranked fourth highest in the nation-- there is an alarmingly sharp decline in the production of master's and doctoral degrees in several of the major languages.

Although the institution's offerings of less-commonly taught languages is commendable, many of them are taught only on an occasional basis, and this somewhat fragmented effort draws faculty away from the major language programs. The language departments appear to have little articulation with either the secondary schools or two-year public institutions, and there is little involvement in the initial preparation of language teachers for the secondary schools.

To further strengthen the foreign language activity at the University of Virginia, the Task Force recommends that

- Additional faculty be allocated to lower-level language courses in order to reduce large average class sizes.
- The less-commonly taught languages that are offered only infrequently through scattered courses, thereby diffusing the focus of the major language programs to which they are attached, either be removed from the curriculum or expanded into full major or minor course sequences.
- The departments offering major language programs increase their activities relating to the preparation of language teachers in the secondary schools.

Virginia Commonwealth University

Virginia Commonwealth University offers two foreign language programs leading to the Bachelor of Arts degree: French, initiated in 1967, and Spanish, initiated in 1980. A Bachelor of Arts in Comparative Literature, initiated in 1977, focuses on two languages, one of which may be English, offers four tracks: comparative literature, world literature, literature and art history, and literature and dramaturgy. Students may minor in French, German, or Spanish, and courses in Greek, Italian, and Latin are available. Other courses in Arabic, Hebrew, and Russian have been taught in the past but were not offered in Fall 1983. A master's program in foreign languages, with an emphasis on pedagogy, has been in planning stages for several years.

Admission and Graduation Requirements

The institution does not require any prior study of foreign languages for admission. Students in the College of Humanities and Sciences who seek the Bachelor of Arts degree must fulfill a two-year language requirement, and those who seek the Bachelor of Science degree must complete one year of a foreign language. The Department of Art in the School of the Arts requires 14 semester hours of French or German for the baccalaureate degree, and several other Schools in the university recommend, but do not require, undergraduate study of a foreign language. Matriculating students with prior study of a foreign language are placed at an appropriate course level, as determined by scores on a test devised and administered by the Department of Foreign Languages. Students who demonstrate mastery of approximately three-fourths of the test material are placed in a 200-level course, and those who achieve a higher score are placed in a 300-level course.

Enrollments

Foreign language enrollments at Virginia Commonwealth University rose from 7,431 credit hours in 1978-1979 to 8,329 credit hours in 1982-1983, a growth of 12 percent over the five-year period. This increase, however, occurred only in lower-level courses, which grew by 1,039 credit hours (16 %), and the 7,585 lower-level credit hours generated during 1982-1983 represented 91 percent of the institution's foreign language instruction during that year. Conversely, upper-level course enrollments during the five-year period declined from 822 to 690 credit hours (-16 %), and the modest enrollments in graduate courses likewise declined by 14 percent.

During Fall 1983, headcount foreign language enrollments were 1,175 in lower-level courses and 159 in upper-level courses. Thirteen full-time and one part-time students were majors in the French program, and 8 full-time and 5

part-time students were majors in the Spanish program. The Comparative Literature program had 1 full-time and 4 part-time majors. During 1982-1983, the institution conferred 3 Comparative Literature, 1 French, and 4 Spanish degrees at the baccalaureate level.

Curriculum

The French and Spanish degree programs, and the comparative literature option in the Comparative and General Literature program, each require a minimum of 30 credit hours at the upper-level. Although the published curriculum for French, German, and Spanish include a variety of grammar, literature, and language courses, during the 1982-1983 regular session only 17 of 58 upper-level courses were actually taught. Both institutional and departmental evaluations of the curriculum are conducted on a regular basis. Student evaluations are required in all courses, and there is periodic peer evaluation of faculty.

Introductory-level courses in all foreign languages except Greek and Latin award four credits for five classroom contact hours. All other language courses carry three credits. Upper-level courses are taught entirely in the language, and majors are expected to attain at graduation an oral proficiency level ranging from "Advanced" to "Advanced-Plus." While the average class size in introductory-level modern language courses exceed 25, intermediate and advanced-level course enrollments average 21 or less.

Four study-abroad programs are supported by the foreign language department, whereby students may earn up to six credits for Summer study at institutions in Austria, France, Italy, and Spain. Because the institution is largely non-residential, there are no language houses, but students participate in language clubs and a variety of cultural activities sponsored by the department.

Faculty

During the Fall 1983 term, foreign language courses were taught by twelve full-time faculty, seven of whom were tenured. Eleven (92 %) of the full-time foreign language faculty hold the doctorate, 2 (17 %) are native speakers, 11 (92 %) have resided abroad, and 10 (83 %) have published within the past five years. The average workload of the full-time faculty during the Fall 1983 term, 10.00 credit hours, was third lowest among the foreign language faculties in the senior public institutions.

Sixteen part-time faculty also taught foreign language courses during the Fall 1983 term. Not only did this group compose the largest proportion (61.5 %) of the total foreign language appointments in any senior public institution, they also taught 48 percent of the foreign language courses offered during the term. The average teaching load of the part-time faculty, 7.88 credit hours, was second highest for part-time foreign language faculty among the senior public institutions.

Institutional Support

The institutional expenditure for the foreign language activity during 1982-1983 was $47.44 per student credit hour generated. This level of support for the discipline ranked eleventh among the 15 senior public institutions even though the number of credit hours and amount expended both ranked the institution fifth within the senior system. The 1982-1983 salary averages by rank for the foreign language faculty were above the institutional averages for the Assistant and Associate Professor ranks and below the institutional average for the Full Professor rank. Expenditure for faculty development averaged approximately $400 per full-time faculty member and was used primarily to support attendance at professional meetings. The department received no allocation for equipment and has no language laboratory.

Inter-Institutional and Innovative Activities

The foreign language department provides a variety of service courses for other disciplines, such as Spanish courses for medical and community services students and a concentrated course in French, German, and Italian for voice and theater majors. A member of the department, together with a faculty member in the Department of Urban Studies, has team-taught a "great cities" course. The department cooperates with the Richmond Red Cross to provide a Language Bank that provides translation and interpretation services in emergency situations involving non-English speaking persons. Translation services are also provided to businesses in the area.

Recommendations

The Department of Foreign Languages at Virginia Commonwealth University is staffed by well-qualified full-time faculty and a very large number of adjuncts. Although total enrollments have increased during the past five years, this growth has occurred only at the lower level. This, combined with a decrease in upper-level enrollments, has limited the availability of upper-level course offerings as well as the department's ability to offer less-commonly taught languages. The Task Force therefore recommends that

- The number of adjuncts teaching the major foreign languages be reduced significantly by conversion of a portion of the part-time positions to a comparable number of full-time appointments, and the remaining part-time positions be used primarily in teaching the less-commonly taught languages.
- The upper-level offerings be expanded to provide a balance of grammar, literature, and civilization courses.

The Task Force also urges that the institution

- Develop additional programs and courses to serve the needs of business and industry in the Richmond area.
- Establish articulation relationships with local public schools and community colleges.

- Reestablish its language laboratory and increase the instructional support services for the discipline.

Virginia Military Institute

Virginia Military Institute offers the Bachelor of Arts in Modern Languages. The degree program, initiated in 1964, provides majors in French, German, and Spanish.

Admission and Graduation Requirements

Two years of foreign language study at the secondary level are required for admission to the Virginia Military Institute. Because each degree program has its own curriculum requirements, there is no institution-wide foreign language requirement for graduation. All Bachelor of Arts programs require the equivalent of at least four semesters of foreign language study, with English and History requiring either two years each of two languages or three years of one language. Moreover, recently passed Federal legislation requires all students holding ROTC scholarships to complete at least one semester of foreign language study. Matriculating students are given the ETS examination and placed according to their scores; no credit is granted for those courses from which students are exempted.

Enrollments

The 2,826 foreign language credit hours generated at the Virginia Military Institute during 1982-1983 were 420 (17 %) more than those generated five years previously. Growth in lower-level enrollments predominated, increasing during the period by 24 percent (299 credit hours), and the 1982-1983 enrollment, 2,067 credit hours, represented 4.5 percent of all lower-level foreign language instruction in senior public institutions. During the same period, upper-level enrollments remained generally stable, increasing only by approximately 3 percent, but these continued to account for more than one-fourth of the

institution's total foreign language activity. During Fall 1983, headcount foreign language enrollments were 328 in lower-level courses and 162 in upper-level courses, and 34 students were full-time majors in the foreign language program. During 1982-1983, the institution conferred 8 baccalaureate degrees in foreign languages.

Curriculum

The modern language degree program requires a minimum of 24 credit hours at the upper level. The published curriculum includes only grammar and literature, but a cultural component is incorporated into most courses. During the 1982-1983 regular session, approximately two-thirds of the listed upper-level courses were taught. Both institutional and departmental evaluations of the curriculum are conducted on a regular basis, and the department is subject to review by external consultants on a decennial basis. Student evaluations are required in all courses.

All foreign language courses award three credits for three classroom contact hours. In introductory-level courses, an additional one-hour laboratory component is required, and students in intermediate-level courses may receive laboratory assignments at the discretion of the instructor. Upper-level courses are taught almost entirely in the language, and majors are expected to attain at graduation an oral proficiency level of "Advanced-Plus." The average class size in the major languages ranges from 14 to 23 at the lower-level and does not exceed 14 at the upper-level.

The institution has no formal study-abroad programs, but a faculty committee assists interested students in undertaking foreign study through programs sponsored by other institutions. Although there are no language houses or tables, language students participate in a variety of cultural activities sponsored or supported by the foreign language department.

Faculty

During the Fall 1983 term, foreign language courses were taught by seven full-time faculty, four of whom were tenured. Six (86 %) hold the doctorate, 3 (43 %) are native speakers, all have resided abroad, and 3 have published within the past five years. The full-time foreign language faculty carried an average teaching load of 12.86 credit hours during the Fall 1983 term. During the same period, two part-time faculty each taught two three-credit courses.

Institutional Support

The institutional expenditure for the foreign language activity during 1982-1983 was $69.73 per student credit hour generated. This level of support for the discipline, ranking fifth among the 15 senior public institutions, was generous, considering the number of credit hours generated and the amount expended ranked 10 of 15 and 9 of 15, respectively. The 1982-1983 salary averages by rank for the foreign language faculty were below than the institutional averages for all ranks. Expenditure for faculty development averaged approxoiately $1,175 per full-time faculty member and provided grants and occasional released time for research as well as support for attendance at professional meetings. The department maintains a 20-station language laboratory.

Inter-Institutional and Innovative Activities

The foreign language faculty maintain close ties with their colleagues at Washington and Lee University, who frequently teach German and Spanish courses as adjunct appointments. The two institutions exchanged faculty and students in order to maintain course offerings in Russian until five years ago when divergent school calendars were adopted. Informal contacts are maintained with various business and governmental entities, and the department provides translation services for various civic and business groups in the area.

Recommendations

The Department of Modern Languages at Virginia Military Institute is staffed by well-qualified full-time and adjunct faculty. The increasing lower-level and stable upper-level enrollments, together with a balanced curriculum, provide a stable base for growth and expansion of the discipline. To further strengthen the foreign language activity at the institution, the Task Force recommends that

- Additional foreign languages, whether as major or minor course sequences, be added to the foreign language program.

Virginia Tech

Virginia Tech offers the Bachelor of Arts in Foreign Languages. The degree program, initiated in 1979, provides majors in French, German, and Spanish. Students also may minor in any of these three languages or in Russian. The curriculum includes other courses in Greek, Latin, and Portuguese, although the latter language has not been offered for several years.

Admission and Graduation Requirements

Virginia Tech has no institution-wide foreign language requirements for either admission or graduation. The core curriculum of the College of Arts and Sciences, however, has a foreign language requirement that may be satisfied by three years of foreign language study at the secondary level, successful completion of a sequence of study terminating in the third quarter course at the introductory level, or a minimum score of 500 on the CEEB language examination.

Enrollments

Foreign language enrollments at Virginia Tech have increased by 49 percent during the past five years, from 6,029 credit hours in 1978-1979 to 9,005 in 1982-1983. Steadily increasing enrollments have occurred in all major languages since 1977, with growth ranging from 25 percent in Russian to 110 percent in

Spanish. The 1,819 upper-level credit hours generated in 1982-1983 not only represent a five-year increase of 59 percent but also account for 9.1 percent of all upper-level foreign language activity in senior public institutions. During Fall 1983, headcount foreign language enrollments were 1,409 in lower-level courses and 224 in upper-level courses, and the foreign language program had 28 full-time majors (9 of whom were double majors). During 1982-1983, the institution conferred 15 baccalaureate degrees in foreign languages.

Curriculum

The foreign language degree program requires a minimum of 39 quarter credit hours at the upper-level, of which no more than 9 hours may be in independent or field study. The published curriculum includes a good balance of grammar, literature, and civilization courses, and during the 1982-1983 regular session more than half of the listed upper-level courses were actually taught. Both institutional and departmental evaluations of the curriculum are conducted on a regular basis, and most faculty seek student evaluation of their courses. Faculty seeking promotion or tenure are subject to peer evaluation.

Foreign language courses at Virginia Tech generally award three credits for three classroom contact hours per week. Introductory-level courses in French, German, Italian, and Spanish, and intermediate-level courses in Italian also include a one-half hour weekly laboratory component. Introductory-level review courses in French, German, and Spanish meet four times per week and award four credits. Accelerated courses in French and Spanish are also offered, and these include six classroom and two laboratory contacts per week for which six credits are awarded. Upper-level courses are taught entirely in the language, and majors are expected to attain at graduation an oral proficiency level ranging from "Advanced" to "Advanced-Plus." While the average class size in modern language courses exceeds 24 at the introductory level and ranges from 16 to 32

at the intermediate level, advanced-level course enrollments average 14 or less.

The institution has no formal study-abroad program, but the department sponsors a Summer study program in Spain that is open to all interested persons and advises language students concerning the availability of foreign study programs in their target countries. Although there are no language houses, students participate in language tables and clubs as well as in extra-curricular cultural activities sponsored by the department. A member of the department, who holds a joint appointment in the College of Education, teaches courses in language teaching methodology and supervises student teachers in the discipline.

Faculty

During the Fall 1983 term, foreign language courses were taught by 22 full-time faculty, 16 of whom were tenured. Twenty-one (95 %) hold the doctorate, 16 (73 %) have resided abroad, and 18 (82 %) have published within the last five years. Three of the full-time faculty are native speakers, the lowest proportion (14 %) of full-time foreign language faculty in this category of any senior public institution. The average workload of the full-time faculty during the Fall 1983 term was 10. 27 credit hours. Three part-time faculty also taught during that period, carrying an average workload of 5.00 credit hours.

Institutional Support

The institutional expenditure for the foreign language activity during 1982-1983 was $71.21 per student credit hour generated. This level of support for the discipline ranked fourth among the 15 senior public institutions. The 1982-1983 salary averages by rank for the foreign language faculty were above the institutional average for the Assistant Professor rank, and below the institutional averages for the Associate and Full Professor ranks. Expenditure for faculty development averaged less than $150 per full-time faculty member and was used primarily to support attendance at professional meetings. An

allocation for equipment supports the department's 33-station language laboratory.

Inter-Institutional and Innovative Activities

The foreign language department has been designated as a regional center in a national project to improve collaboration with secondary school teachers. The department also operates a foreign language Summer camp for high school students, and provides a variety of other special programs and activities for secondary school students and teachers. Relationships have been developed with other disciplines in the institution. The department supports an interdisciplinary major in Russian and Soviet Area Studies, and offers such special courses as "Life Sciences Terminology" and "Scientific German."

Recommendations

The Department of Foreign Languages and Literatures at Virginia Tech is staffed by well-qualified full-time and adjunct faculty. They teach a balanced curriculum that includes three major languages as well as course sequences in the Classical and several other less-commonly taught languages, while maintaining a strong commitment to research and publication. Enrollments in the discipline during the past five years have increased dramatically, especially at the lower level. The Task Force recommends that the institution

- Reduce the average class size in lower-level courses.
- Offer upper-level Latin courses sufficient to provide immediately the course sequence necessary for teacher certification and ultimately a full major in the language.

Virginia State University

Virginia State University offers the Bachelor of Arts in Foreign Languages. The degree program, initiated in 1977, provides majors in French and Spanish. Students also may minor in either of these languages or in German.

Admission and Graduation Requirements

There are no institution- de foreign language requirements for admission or graduation at Virginia State University. The curriculum for each degree program is determined by the department in which it is housed, however, and eight programs do require the equivalent of two years of foreign language study. The Department of Languages and Literatures does not administer placement examinations, but matriculating students who have completed two or more years of foreign language at the secondary level are advised to enroll in an intermediate-level course.

Enrollments

Foreign language enrollments at Virginia State University have stabilized after declining during the past five years. Total credit hours in the discipline during 1982-1983 were 264 less (-12 %) than those generated during 1978-1979, and lower-level enrollments accounted for 98 percent of the foreign language activity during 1982-1983. During Fall 1983, foreign language headcount enrollments were 349 in lower-level courses and 3 in upper-level courses, and 7 students were full-time majors in the foreign language program. During 1982-1983, the institution did not confer any baccalaureate degrees in foreign languages.

Curriculum

The foreign language degree program requires a minimum of 30 credit hours beyond the introductory level. The published curriculum includes a variety of grammar, literature, and civilization courses, but, due to lack of language majors, during the 1982-1983 regular session only 3 of the 31 listed upper-level courses were actually taught. Both institutional and departmental evaluations of the curriculum are conducted on a regular basis. Student evaluations are required in all courses, and there is annual peer evaluation of all faculty.

Foreign language courses at Virginia State University generally award three credits for three classroom contact hours per week. The single exception is the senior seminar course, which awards four credits for four contact hours. Students in lower-level courses receive periodic assignments in the Learning Resources Center as a normal part of their instruction. Upper-level courses are taught almost entirely in the language, and majors are expected to attain at graduation an oral proficiency level ranging from "Advanced" to "Advanced-Plus." The average class size in introductory-level language courses ranges from 9 to 25. The low enrollments in intermediate and upper-level courses is reflected in an average class size of 3 or less.

The institution sponsors study-abroad programs in France and Spain, in which a limited number of language majors have participated annually. Although there are no language houses or tables, the department sponsors an active language club and various cultural activities for interested students. A member of the foreign language faculty coordinates the language training of prospective secondary school teachers in the discipline.

Faculty

During the Fall 1983 term, foreign language courses were taught by five full-time faculty, all of whom were tenured. Three of the foreign language faculty hold the doctorate, two are native speakers, all have resided abroad, and one has published within the past five years. The average teaching load of the foreign language faculty during the Fall 1983 term, 14.60 credit hours, was second highest among the foreign language faculties in the senior public institutions.

Institutional Support

The institutional expenditure for the foreign language activity during 1982-1983 was $55.17 per student credit hour generated. This level of support

for the discipline ranked tenth among the 15 senior public institutions. The 1982-1983 salary averages by rank for the foreign language faculty were above the institutional averages for all academic ranks. Expenditure for faculty development averaged approximately $260 per faculty member and was used primarily to support attendance at professional meetings. The department received a modest allocation for equipment, and the institution supports a 20-station audio laboratory housed in the School of Education.

Inter-Institutional and Innovative Activities

The foreign language faculty share responsibility with the Department of History and International Studies in planning and implementing the International Studies degree program. The faculty also maintain a close relationship with the institution's Bureau of Economic Research and Development, a research organization affiliated with the Agency for International Development.

Recommendations

The foreign language faculty in the Department of Languages and Literatures at Virginia State University are qualified, knowledgeable, and dedicated. The small size of the foreign language activity, however, both imposes heavy workloads on the faculty and severely restricts the availability of course offerings, but the institution has impressive plans for the expansion of its foreign language activities. The new International Studies program, as well as the institution's economic development projects in Africa for the Agency for International Development, provide a strong foundation for interdisciplinary growth of foreign languages. Projected growth in lower-level enrollments will create a pool of prospective majors; during this initial period of expansion, the Task Force recommends that

- Additional foreign language faculty be hired to reduce the heavy workload of current faculty.
- Expenditures for faculty development be increased significantly.

- The language laboratory be renovated or replaced, and a language house be established for majors and other interested students.

As soon as enrollment levels justify such actions, the Task Force further recommends that

- German offerings be expanded to support a major in that language.
- Establish a separate department to house the discipline.

College of William and Mary

The College of William and Mary offers four foreign language programs leading to the Bachelor of Arts degree: a Classical Studies program that provides majors in the Classical Civilization, Latin, and Greek, and modern language programs in French, German, and Spanish. Minors in Italian and Russian are offered through the Bachelor of Arts program in Interdisciplinary Studies, and students also may minor in Classical Civilization or any of the three modern languages. Additional courses are offered in Chinese and Portuguese.

Admission and Graduation Requirements

Although the College of William and Mary does not require prior study of foreign language for admission, all undergraduate students are expected to demonstrate a level of competency in a foreign language prior to graduation. To meet the institution-wide graduation requirement, a student must either have taken four years of a foreign language at the secondary level, complete the equivalent of two years of foreign language study at the institution, or achieve an acceptable score on the CEEB language examination (650 in a Classical language or 600 in a modern language). The CEEB examination also is used to place matriculating students who have completed at least two years of a foreign language at the secondary level.

Enrollments

Foreign language enrollments at the College of William and Mary increased from 13,378 credit hours generated in 1978-1979 to 15,975 in 1982-1983. This 18 percent total growth occurred in both lower-level (19 %) and upper-level (14.6 %) enrollments, and during the five-year period the proportion of upper-level enrollments has remained virtually constant at one-fifth of the whole. The institution's foreign language activity is second largest among the senior public institutions and during 1982-1983 accounted for 15 percent of the lower-level and 17 percent of the upper-level foreign language credits generated by the system.

During Fall 1983, there were 1,971 lower-level and 461 upper-level headcount enrollments in foreign language courses, and 67 students were enrolled as majors in the foreign language programs. The Classical Studies program had 19 full-time and 2 part-time majors (including double majors), the French program had 21 full-time majors, the German program 16 full-time and 1 part-time majors, and the Spanish program 18 full-time majors. During 1982-1983, the institution conferred 49 Bachelor of Arts degrees in foreign languages: 11 Classics, 22 French, 3 German, and 13 Spanish.

Curriculum

Three tracks are available in the Classical Studies program. The major in Latin or Greek requires a minimum of 27 credit hours in language courses, of which 6 hours must be in the second Classical language, and the major in Classical Civilization requires a minimum of 35 credit hours, of which 8 must be in either Latin or Greek. The modern foreign language programs in French, German, and Spanish require a mimimum of 33, 30, and 30 upper-level credit hours respectively, including at least 3 credit hours of advanced grammar and 6 hours of civilization. The published curriculum includes a good balance of grammar,

literature, and civilization courses, and half of the listed upper-level courses were taught during the 1982-1983 regular session. Both institutional and departmental evaluations of the curriculum are conducted on a regular basis. Student evaluations are required in all courses, and faculty are subject to peer evalution annually in the modern foreign languages and every five years in the Classical languages.

Introductory-level courses in Greek and Latin award four credits for four classroom contact hours per week. Introductory-level courses in all modern languages, as well as first-semester intermediate-level courses in French and German, award four credits for three classroom and two laboratory contact hours per week. Accelerated lower-level courses meet from five to eight hours per week and incorporate an additional laboratory component ranging from one to four hours. All other language courses award three credits for weekly contact hours. Upper-level modern language courses are taught entirely in the language, and majors are expected to attain at graduation an oral proficiency level ranging from "Advanced" to "Advanced-Plus." While the average class size in introductory-level Classical language courses exceeds 28, intermediate and advanced-level course enrollments average 19 or less. In the modern foreign languages, average class size ranges from 9 to 31 at the lower level and from 3 to 21 at the upper level.

The institution provides extensive opportunities for foreign travel and study through junior year abroad and Summer programs. These programs, either sponsored by the institution or available through cooperative ventures with other American institutions, permit students to study in such countries as China, France, Germany, Greece, Italy, and Mexico. The institution provides French, German, and Spanish language houses, each with a resident tutor who is a native speaker. Students of both the Classical and modern languages participate

in language clubs and a variety cultural activities sponsored by the language departments. Both language departments work closely with the School of Education in preparing foreign language teachers for the secondary schools, and the Department of Classical Studies conducts a summer institute for high school Latin teachers and provides courses for the Latin specialization in the Master of Arts in Education degree program.

Faculty

During the Fall 1983 term, foreign language courses were taught by four full-time faculty in the Department of Classical Studies and by 26 full-time faculty in the Department of Modern Languages and Literatures. Twenty-three of the 30 full-time faculty were tenured, 24 (80 %) hold the doctorate, 5 (16 %) are native speakers, 23 (77 %) have resided abroad, and 19 (63 %) have published within the last five years. The average teaching load of the full-time faculty during the Fall 1983 term was 11.21 credit hours.

The full-time faculty were supplemented by five part-time faculty, one of whom supervised the language laboratory. The other four adjuncts taught 11 courses during the Fall 1983 term, carrying an average workload of 8.50 credit hours, highest for foreign language part-time faculty in any senior public institution.

Institutional Support

The institutional expenditure for the foreign language activity during 1982-1983 was $65.34 per student credit hour generated. This level of support for the discipline ranked ninth among the 15 public senior institutions even though the number of credit hours generated and amount expended were both second highest in the system. The 1982-1983 salary averages by rank for the foreign language faculty were above the institutional average for the Assistant Professor rank and below the institutional averages for the Instructor,

Associate Professor and Full Professor ranks. Expenditure for faculty development averaged approximately $2,475 per full-time faculty member and was used primarily to support faculty research and attendance at professional meetings. An allocation for equipment supports the modern language department's 40-station language laboratory which is rapidly approaching obsolescence.

Inter-Institutional and Innovative Activities

Faculty in both foreign language departments are active in the institution's Comparative Literature and Honors programs. Both departments cooperate with the School of Education in training language teachers, and the Department of Classical Studies maintains close ties with Latin teachers in the secondary schools through the Classical Association of Virginia. The Classics department has also established a relationship with the American School of Classical Studies in Athens. Faculty in both departments provide occasional translation services for citizens and businesses in the area.

Recommendations

The foreign language instruction at the College of William and Mary is provided by well-qualified full-time and adjunct faculty in two administratively and physically separate departments. The language curriculum offers balanced programs in five major languages as well as minor programs in several less-commonly taught languages. The large, stable enrollments, due in large part to the institution-wide language requirement for all baccalaureate students, have led to large lower-level average class sizes in several languages. To further strengthen the foreign language discipline at the institution, the Task Force recommends that

- Additional faculty positions be allocated to the Department of Classical Studies and the Department of Modern Languages to reduce large class sizes in lower-level courses.
- The language laboratory be renovated by the replacement of obsolete equipment.

The Task Force also recommends that the institution

- Create a better environment for intellectual and professional cross-fertilization and the sharing of facilities by housing the Classical Studies and Modern Foreign Languages Departments in the same physical facility.

- Increase the participation of the foreign language departments in the institution's honors and comparative literature programs.

Two-Year Public Institutions

None of Virginia's two-year public institutions require any prior study of foreign languages for admission. Each institution offers at least one Associate Degree program that is designed to prepare students for transfer to senior institutions. The college-transfer programs generally contain a foreign language component, normally the equivalent of two years of language study, but two institutions (Eastern Shore Community College and Richard Bland College) have no foreign language requirements in any degree programs. No two-year public institution offers an Associate Degree in foreign languages.

Blue Ridge Community College

Blue Ridge Community College ended its foreign language instruction in 1980 due to insufficient enrollments. Nevertheless, it continues to offer the college-transfer Associate in Arts and Sciences (A. A. S.) degree. The absence of foreign languages from the college curriculum deprives the liberal arts general education core of an important component. Moreover, as the senior public institutions strengthen their existing foreign language requirements for the baccalaureate degree, the absence of language courses at Blue Ridge will place its students at a decided disadvantage in their attempts to transfer into a senior institution. The Task Force therefore recommends that

- A full sequence of lower-level courses in at least one modern foreign language be added to the curriculum.

Central Virginia Community College

Central Virginia Community College offered lower-level courses in Chinese, French, German, Japanese, and Spanish during 1982-1983. All but the Spanish courses were offered through self-paced instruction. During the Fall 1983 term, only German and Spanish were offered, and the former only was available at the introductory level. Both were taught in the traditional classroom/laboratory setting.

Enrollments

Foreign language enrollments at the college declined from 750 credit hours generated in 1978-1979 to 445 in 1982-1983, a decrease of 40. 66 percent. During the Fall 1983 term, there were 83 headcount enrollments in foreign language courses.

Curriculum

The lower-level language courses award four credits for three classroom contact hours and two laboratory hours. Intermediate-level courses are taught almost entirely in the language, and students are expected to attain an oral proficiency level of "Intermediate-High" at the completion of the lower-level course sequence. During the Fall 1983 term, the class size in introductory-level courses ranged from 10 (German) to 24 (Spanish). The average class size in intermediate-level courses was 10.

Faculty

During the Fall 1983 term, foreign language courses were taught by one full-time faculty member who is a native speaker, has resided abroad, and has published within the last five years. The teaching workload of the full-time faculty member was 14 credit hours. One other four-credit language course was taught by an adjunct who has resided abroad.

Institutional Support

Institutional expenditure for the foreign language activity during 1982-1983 was $53.65 per credit hour generated. This level of support for the discipline ranked seventh among the 20 two-year public institutions that offered foreign language instruction during that year. The expenditure for faculty development, $120, was used primarily to support attendance at professional meetings. The institution maintains a 24-station language laboratory, and in Fall 1983 acquired a micro-computer to support intermediate Spanish courses.

Inter-Institutional and Innovative Activities

The Cross-Cultural and Foreign Language Resource Center provides a variety of activities in the discipline for the college's students and service region. The Center offers self-paced audiotapes in numerous less-commonly taught languages and arranges for qualified language faculty from neighboring senior institutions to serve as examiners for students who enroll in these individualized courses. The Center also maintains a large collection of multi-media materials and equipment to support workshops and seminars on foreign languages and cultures. The college's Piedmont Export Expansion Program involves both the Center and local businesses in the development of international trade through cross-cultural and foreign language instruction.

Recommendations

Despite declining enrollments in foreign language courses, Central Virginia Community College has maintained and expanded its offerings in the discipline through its innovative Cross-Cultural and Foreign Language Resource Center. To further enhance the college's foreign language activities, the Task Force recommends that

- Additional foreign language faculty (either full-time or part-time appointments) be hired to reduce the teaching load of the full-time faculty member who coordinates the Cross-Cultural and Foreign Language Resource Center.

- The activities of the Cross-Cultural and Foreign Language Resource Center be expanded, and the audio-visual and instructional materials developed by the Center be made available to other institutions in the Commonwealth.

Dabney S. Lancaster Community College

Dabney S. Lancaster Community College offered lower-level courses in French and Spanish during 1982-1983 and the Fall 1983 term.

Enrollments

Foreign language enrollments at the college decline from 185 credit hours generated in 1978-1979 to 158 in 1982-1983, a decrease of 14. 59 percent. During the Fall 1983 term, there were 9 headcount enrollments in foreign language courses.

Curriculum

Introductory-level courses award four credits for three classroom contact hours and two laboratory hours. Intermediate-level courses carry three credits for three classroom hours. Approximately 40 percent of the instruction in intermediate-level courses is in the target language, and students are expected to attain an oral proficiency level of "Intermediate-Mid" at the completion of the lower-level course sequence. No language class taught during the Fall 1983 term enrolled more than three students.

Faculty

During the Fall 1983 term, one full-time faculty member, who has resided abroad, taught not only 4 language courses but also 3 English courses. This workload, 23 credit hours, was highest of any full-time teacher of foreign languages in the two-year public institutions.

Institutional Support

Institutional expenditure for the foreign language activity during

1982-1983 was $73.03 per credit hour generated, a level of support ranking fifth among the 20 two-year public institutions. Included in the expenditure was an allocation of $200 for faculty development. Although the institution at one time maintained a language laboratory, it was abandoned when language enrollments declined in the 1970's. A variety of audiocassettes and other learning materials, however, are available in the institution's Audiovisual Center to support instruction in the discipline.

Inter-Institutional and Innovative Activities

The foreign language faculty member meets regularly with high school language teachers in the area and has developed ties with the foreign language departments in neighboring institutions of higher education. In the past, the institution has sponsored student trips to France and Mexico, but these have been suspended due to adverse economic conditions in the area.

Recommendations

Dabney S. Lancaster Community College offers lower-level foreign language courses to serve the needs of students enrolled in its college-transfer programs. In order to do so in the face of declining language enrollments, however, has led to a very high workload for the single foreign language faculty member. The Task Force therefore recommends that

- The non-foreign language teaching load of the faculty member teaching the foreign language courses be reduced as much as possible.

Danville Community College

Danville Community College offered lower-level French and Spanish courses during 1982-1983. During the Fall 1983 term, only Spanish was offered.

Enrollments

Foreign language enrollments at the college declined from 516 credit hours

generated in 1978-1979 to 481 in 1982-1983, a decrease of 6.18 percent. During the Fall 1983 term, there were 39 headcount enrollments in Spanish courses.

Curriculum

Four credits are awarded for three classroom contact hours and two laboratory hours in introductory-level and some intermediate-level language courses. Other intermediate-level courses award three credits for three classroom contact hours. Approximately 75 percent of the instruction in intermediate-level courses is in the target language, and students are expected to attain an oral proficiency level of "Intermediate-High" at the completion of the lower-level course sequence. During the Fall 1983 term, the average class size was 20 in introductory-level and 9.5 in intermediate-level courses.

Faculty

One full-time faculty member, who has resided abroad, taught all foreign language courses offered during the Fall 1983 term. Besides teaching 11 credit hours in the discipline, the total workload included an additional five credit hours in remedial reading.

Institutional Support

Institutional expenditure for the foreign language activity during 1982-1983 was $49.95 per credit hour generated, a level of support ranking eighth among the 20 two-year public institutions. Included in the expenditure was $795 for faculty development and $1,558 for equipment. The institution also supports a 16-station language laboratory.

Inter-Institutional and Innovative Activities

There has been an attempt to develop courses to serve other disciplines in the college. A course entitled "Spanish for Health Professionals" has been offered several times in recent years. The institution sponsors an annual Foreign Language Week that provides a variety of cultural and social activities,

and intermediate-level language students have participated in enrichment programs in local elementary schools.

Recommendations

Although declining enrollments recently led Danville Community College to remove French courses from its active curriculum, it continues to offer lower-level Spanish courses to serve the needs of students enrolled in its college-transfer programs. The Task Force recommends that

- A full sequence of lower-level French courses be reinstated in the curriculum as soon as student interest and projected enrollments justify the action.

Eastern Shore Community College

There was no foreign language instruction at Eastern Shore Community College during the Fall 1983 term. The discipline had been included in the college curriculum since 1971, and 187 credit hours were generated in 1978-1979. French and Spanish were last taught in 1979, and although Spanish courses were listed in 1980, 1981, and 1983, they were cancelled due to lack of enrollments. In the Spring 1982 term, one German course was taught for 10 students, the minimum enrollment required by the institution in language courses.

Eastern Shore Community College is faced with the dilemma, common to many of the smaller two-year institutions, of how to provide the broadest possible curriculum in a time of limited enrollments and resources. Although the institution is willing to offer language courses if there is sufficient demand and has set a generous minimum enrollment of 10 students, this action in itself does not address the needs of those few students who wish to pursue a college-transfer program. If the institution is to provide the basic liberal arts component of such programs, then foreign language instruction must be included in the active curriculum. The Task Force recommends that

- A full sequence of lower-level courses in at least one modern foreign language be added to the curriculum.

The Task Force suggests that an efficient and economical means of providing these courses would be to

- Develop or adopt self-paced independent courses similar to those now used successfully at Central Virginia Community College.

Germanna Community College

Germanna Community College does not include foreign languages in the curriculum taught on its campus. It does make provision for instruction in the discipline, however, through a cooperative arrangement which permits its students to enroll in language courses at neighboring Mary Washington College.

Although inter-institutional cooperative arrangements can supplement and enhance course offerings, the total absence of the foreign language discipline deprives the total curriculum of the opportunity to develop a multi-cultural and international perspective. The Task Force believes that the addition of foreign languages to the college's curriculum would not only expand student enrollments in the discipline (now perhaps inhibited by the inconvenience of off-campus study), but also strengthen the college's commitment to general education. The Task Force therefore recommends that

- A full sequence of lower-level courses in at least one modern foreign language be added to the curriculum taught on campus.

J. Sargeant Reynolds Community College

J. Sargeant Reynolds Community College offered lower-level courses in French, German, and Spanish during 1982-1983. The same languages were offered during the Fall 1983 term, but no intermediate-level German classes were taught.

Enrollments

Foreign language enrollments at the college increased from 2,049 credit

hours generated in 1978-1979 to 2,174 generated in 1982-1983, a rise of 6.10 percent. The 1982-1983 credit hours accounted for nearly 9 percent of the total foreign language activity in the two-year public institutions. During the Fall 1983 term, there were 221 headcount enrollments in the institution's foreign language classes.

Curriculum

The basic lower-level language courses award four credits for three classroom contact hours and two laboratory hours. Other lower-level courses carry three credits. Approximately 50 percent of instruction in intermediate-level courses is in the target language, and students upon completion of the lower-level course sequence are expected to attain an oral proficiency ranging from" Intermediate-High" to an unrealistic "Advanced-Plus. " During the Fall 1983 term, average class size at the introductory level exceeded 23 enrollments, and the intermediate-level average was 18 or less.

Faculty

During the Fall 1983 term, language courses were taught by 2 full-time and 5 adjunct faculty. Both full-time faculty have resided abroad, and one holds the doctorate and has published within the past five years. Their average workload was 10.50 credit hours. The five adjunct faculty each taught one course. One adjunct holds the doctorate (and another only a bachelor's degree), one is a native speaker, and all have resided abroad.

Institutional Support

Institutional expenditure for the foreign language activity during 1982-1983 was $29.04 per credit hour generated. This level of support ranked fourteenth among the 20 two-year public institutions even though total credit hours and the amount expended both ranked second. There was no allocation for faculty development. The institution supports an obsolete 24-station language

laboratory at its Parham Road campus. The Downtown campus, however, has no language laboratory, and students there have access to portable cassette recorders only when an instructor is present.

Inter-Institutional and Innovative Activities

During 1979-1981, French and Spanish were taught at the Virginia State Penitentiary and other correctional facilities in the area. The college also has offered French and Spanish courses for local businesses at their premises, and attempts to serve other interests of the general citizenry by teaching courses such as "Spanish for Tourists." Ties are maintained with other institutions in the area, from whom the college draws adjunct faculty in the discipline.

Recommendations

J. Sargeant Reynolds Community College sustains reasonably large enrollments in its foreign language classes, many of which are taught by part-time faculty. The class size in introductory-level courses generally is large, and the effective teaching of aural/oral skills is hindered by inadequate laboratory facilities. To strengthen the foreign language activity at the college, the Task Force recommends that

- o The number of adjuncts teaching the modern foreign languages be reduced significantly by conversion of a portion of the part-time positions to a comparable number of full-time appointments.
- o The language laboratory facilities be upgraded on each campus where foreign languages are taught.

John Tyler Community College

John Tyler Community College offered lower-level courses in French, German, and Spanish during 1982-1983. The same languages were offered during the Fall 1983 term, but only at the introductory-level.

Enrollments

Although foreign language enrollments at the college increased by 92.14 percent over a five year period, from 458 credit hours generated in 1978-1979 to 880 in 1982-1983, enrollments in the discipline peaked in 1981. Compared to the Fall 1981 headcount enrollment of 144 students, the Fall 1983 headcount enrollment of 68 indicates a marked decline in the discipline.

Curriculum

The basic lower-level language courses award four credits for three classroom contact hours and two laboratory hours. Other lower-level courses carry three credits. Up to 80 percent of instruction in the intermediate-level courses is in the target language, and students at the end of the lower-level course sequence are expected to attain an oral proficiency level of "Intermediate-High." During the Fall 1983 term, the average introductory-level class size ranged from 12 to 25 enrollments.

Faculty

During the Fall 1983 term, language courses were taught by 2 full-time faculty, one of whom holds the doctorate, is a native speaker, and has published within the past five years. Both also taught courses in other disciplines, and their total average workload was 13.00 credit hours.

Institutional Support

Institutional expenditure for the foreign language activity during 1982-1983 was $60.19 per credit hour generated, a level of support ranking sixth among the 20 two-year public institutions. An allocation for faculty development, averaging approximately $250 per full-time faculty member, was used primarily to support attendance at professional meetings. The institution maintains a 16-station language laboratory.

Inter-Institutional and Innovative Activities

The foreign language faculty have established informal relationships with local public schools through contacts with high school language teachers and speaking engagements. The institution has provided German classes to local businesses, and periodically offers such service courses as "Spanish for Health Professionals" and "Spanish for Tourists."

Recommendations

John Tyler Community College seeks to serve both the students enrolled in its college-transfer Associate of Arts in Liberal Arts degree program and various interest groups in its service region by offering lower-level foreign language courses in French, German, and Spanish. Although there has been an increase in the number of adult students enrolling in language courses for personal or professional reasons, this has been offset by a decline in the number of students seeking the college-transfer degree, and during the Fall 1983 term only introductory-level language courses were taught. The Task Force recommends that

- A full sequence of lower-level courses in at least one modern foreign language be available to prospective college-transfer students.
- Courses to serve the needs and interests of adults in the region be expanded and offered on a continuous basis.

Lord Fairfax Community College

Lord Fairfax Community College offered only introductory-level courses in French and Spanish during 1982-1983. One introductory French course was offered during the Fall 1983 term.

Enrollments

Foreign language enrollments at the college declined from 144 credit hours generated in 1978-1979 to 120 in 1982-1983, a decrease of 16.67 percent. During

the Fall 1983 term, there were 17 headcount enrollments in foreign language courses.

Curriculum

The basic lower-level foreign language courses award four credits for three classroom contact hours and two laboratory hours. Approximately 60 percent of instruction in the introductory-level courses is in the target language, and students are expected to achieve an oral proficiency level of "Intermediate-High."

Faculty

During the Fall 1983 term, one five-hour foreign language course was taught by a part-time faculty member who holds only a bachelor's degree but has resided abroad.

Institutional Support

Institutional expenditure for the foreign language activity during 1982-1983 was $21.56 per credit hour generated, a level of support ranking fourth lowest among the 20 two-year public institutions. No funds were allocated for faculty development. The institution does not maintain a language laboratory, but audiocassettes and other teaching materials in the Learning Resource Center are available to support instruction in the discipline.

Inter-Institutional and Innovative Activities

The foreign language activity at the college is not involved in any inter-institutional or cooperative relationships with other institutions of higher education in Virginia. Nor does there appear to be any foreign language articulation between the institution and the secondary schools in its service region.

Recommendations

Lord Fairfax Community College now provides foreign language instruction

only in a one-year, introductory-level course sequence. French and Spanish are offered on alternate years. This meager offering satisfies the institution's language requirements for its Associate of Arts in Liberal Arts degree program. The absence of second-year, intermediate-level courses from the curriculum, however, deprives prospective college-transfer students of the opportunity to pursue language instruction through the intermediate-level while enrolled at the institution. The Task Force therefore recommends that

- A full sequence of lower-level courses in at least one modern foreign language be added to the curriculum.

Mountain Empire Community College

Mountain Empire Community College offered lower-level courses in French during 1982-1983. During the Fall 1983 term, French and Spanish were offered, but only at the introductory-level.

Enrollments

Foreign language enrollments at the college declined from 144 credit generated in 1978-1979 to 100 in 1982-1983, a decrease of 30.56 percent. During the Fall 1983 term, there were 11 headcount enrollments in foreign language courses.

Curriculum

The lower-level language courses award four credits for three classroom contact hours and two laboratory hours. Instruction is almost entirely in the target language, and students at the end of the intermediate-level course sequence are expected to attain an unrealistically high oral proficiency level of "Advanced." During the Fall 1983 term, the size of introductory-level classes did not exceed 7 students.

Faculty

During the Fall 1983 term, a part-time faculty member who is a native

speaker taught two three-credit foreign language courses. The adjunct also teaches foreign language courses at Virginia Highlands Community College.

Institutional Support

Institutional expenditure for the foreign language discipline during 1982-1983 was $282.79 per credit hour generated. This level of support was highest among the 20 two-year public institutions even though the institution ranked sixteenth in number of foreign language credit hours generated. The expenditure included an allocation of $431 for faculty development. The institution does not maintain a language laboratory, but 20 cassette players and a variety of audio-visual learning materials to support the discipline are available in the Learning Resources Center.

Inter-Institutional and Innovative Activities

The foreign language activity at the college is not involved in any inter-institutional or cooperative relationships with other institutions of higher education in Virginia. Nor does there appear to be any foreign language articulation between the college and the secondary schools in its service region.

Recommendations

Mountain Empire Community College considers its foreign language activity to be adequate to serve the needs of the small number of students who enroll in the college-transfer Associate of Arts and Sciences in Liberal Arts degree program. While the college has generally been able to do so, in part by employing as an adjunct a faculty member from a neighboring institution, the Task Force urges the college to

- Ensure that a full sequence of lower-level courses in at least one modern foreign language is available to prospective college-transfer students.

New River Community College

New River Community College did not offer any foreign language courses during the Fall 1983 term. Although Spanish and French courses were listed during the previous four years, only once was there sufficient enrollments to offer a language course. Nevertheless, the college continues to offer the college-transfer Associate in Arts in Liberal Arts degree. The absence of foreign languages from the college curriculum deprives this degree program of an important component. Moreover, as the senior public institutions strengthen their existing foreign language requirements for the baccalaureate degree, the absence of language courses at New River will place its students at a decided disadvantage in their attempts to transfer into a senior institution. The Task Force therefore recommends that

- A full sequence of lower-level courses in at least one modern foreign language be added to the curriculum.

Northern Virginia Community College

Northern Virginia Community College offered lower-level courses in French, German, Italian, Latin, and Spanish during 1982-1983. Courses in these languages, and in Greek and Russian, were offered during the Fall 1983 term. Only French, German, and Spanish were offered at the intermediate-level, however.

Enrollments

Foreign language enrollments at the college increased from 12,867 credit hours generated in 1978-1979 to 13,479 in 1982-1983, a rise of 4.76 percent. The 1982-1983 credit hours accounted for over half (55.5 %) of the total foreign language activity in the two-year public institutions. During the Fall 1983 term, there were 1,496 headcount enrollments in the institution's foreign language classes.

Curriculum

The basic introductory-level language courses award four credits for three classroom contact hours and two laboratory hours. An accelerated lower-level course sequence lasting four quarters awards six credits per term for five classroom and three laboratory hours. All other lower-level language courses carry three credits. The target language is used extensively in teaching the modern languages, and students completing the intermediate-level sequence are expected to attain an oral proficiency level of "Intermediate-High." During the Fall 1983 term, the average class size ranged from 16 (German, Russian) to 26 (Italian) at the introductory level, and from 11 (German) to 25 (French) at the intermediate level.

Faculty

During the Fall 1983 term, language courses were taught by 11 full-time and 26 part-time faculty. Four (36 %) of the full-time faculty hold the doctorate, 2 (18 %) are native speakers, 7 (64 %) have resided abroad, and 3 (27 %) have published within the past five years. The average workload of the full-time faculty was 13.36 credit hours. The 26 part-time faculty taught more than half (44 of 85) of the foreign language courses offered during the Fall 1983 term, and they carried an average workload of 6.08 credit hours. Nine (35 %) of the part-time faculty hold the doctorate, 1 (4 %) is a native speaker, 12 (46 %) have resided abroad, and 1 (4 %) has published within the past five years.

Institutional Support

Institutional expenditure for the foreign language discipline during 1982-1983 was $36.59 per credit hour generated, a level of support ranking eleventh among the 20 two-year public institutions. The expenditure included $1,030 for faculty development, an allocation averaging less than $100 per full-time faculty member. Language laboratories are maintained at only two campuses

(a 30-station laboratory at Alexandria and a 15-station unit at Annadale), but the learning resource centers on all five campuses provide a variety of audiocassettes and other materials that support instruction in the discipline. Computer-assisted language drill programs are available to Spanish students at the Alexandria and Annandale campuses.

Inter-Institutional and Innovative Activities

Through an informal arrangement with George Mason University, the course content of the lower-level foreign language courses are coordinated to enhance articulation and transfer of students to the senior institution. The college sponsors Summer study/travel programs to France, Germany, and Spain, and has offered introductory Spanish courses for policemen and health professionals.

Recommendations

Northern Virginia Community College offers an impressive variety of foreign languages, including introductory-level courses in many of the less-commonly taught languages. To do so, however, the college relies heavily on part-time faculty. These adjuncts, no matter how well-qualified, appear from the institutional self-study to be subject only to the most cursory selection and supervision processes. To strengthen the foreign language activity at the college, the Task Force recommends that

- The number of adjuncts teaching the major foreign languages be reduced significantly by conversion of a portion of the part-time positions to a comparable number of full-time appointments, and the remaining part-time positions be used primarily in teaching the less-commonly taught languages.
- All part-time faculty be supervised by the full-time faculty and subject to periodic evaluation.
- The offering of less-commonly taught languages be expanded to include intermediate-level courses.

Patrick Henry Community College

Patrick Henry Community College offered lower-level courses in Spanish during 1982-1983 and the Fall 1983 term.

Enrollments

Foreign language enrollments at the college decreased from 232 credit hours generated in 1978-1979 to 123 in 1982-1983, a decline of 46.98 percent. During the Fall 1983 term, there were 14 headcount enrollments in foreign language courses.

Curriculum

The lower-level language courses award three credits for three classroom contact hours. The target language is used extensively in instruction, and students completing the intermediate-level sequence are expected to attain an oral proficiency level of "Intermediate-Low." The average foreign language class size during the Fall 1983 term was 9 or less.

Faculty

During the Fall 1983 term, three foreign language courses (carrying a total of 9 credit hours) were taught by a part-time faculty member who holds only a bachelor's degree.

Institutional Support

Institutional expenditure for the foreign language discipline during 1982-1983 was $14.35 per credit hour generated, a level of support ranking third lowest among the 20 two-year public institutions. No funds were allocated for faculty development. The institution maintains a 27-station language laboratory.

Inter-Institutional and Innovative Activities

The foreign language activity at the college is not involved in any inter-institutional or cooperative relationships with other institutions of higher

education in Virginia. Nor does there appear to be any foreign language articulation between the institution and the secondary schools in its service region.

Recommendations

Low enrollments restrict the foreign language curriculum at Patrick Henry Community College. Nevertheless, the institution attempts to serve the needs of students enrolled in its college-transfer program by providing a full sequence of lower-level Spanish language courses. Until such time as enrollment growth permits an expansion of the foreign language activity, the Task Force urges the college to

- Ensure that a full sequence of lower-level courses in at least one modern foreign language is available to prospective college-transfer students.

Paul D. Camp Community College

Paul D. Camp Community College offered introductory-level courses in French and Spanish during 1982-1983. During the Fall 1983 term, only one introductory French course was offered.

Enrollments

Foreign language enrollments at the college declined from 136 credit hours generated in 1978-1979 to 76 in 1982-1983, a decrease of 44.12 percent. During the Fall 1983 term, there were 10 headcount enrollments in foreign language courses.

Curriculum

The introductory-level language courses offered during the past two years award four credits for three classroom contact hours and two laboratory hours. The target language is used extensively in instruction, and students completing the introductory-level sequence are expected to attain an oral proficiency of

"Novice-High." During the Fall 1983 term, ten students were enrolled in one introductory French course.

Faculty

During the Fall 1983 term, one 4-credit French course was taught by a full-time faculty member who has resided abroad. Three additional courses in other disciplines were also taught by the faculty member, whose total workload was 15 credit hours.

Institutional Support

Institutional expenditure for the foreign language activity during 1982-1983 was $162.58 per credit hour generated. This level of support ranked second among the 20 two-year public institutions even though the number of credit hours ranked seventeenth in the two-year system. The expenditure included $500 for faculty development. Although the institution does not maintain a language laboratory, a variety of audio-visual materials and equipment in the Learning Resources Center is available to support instruction in the discipline.

Inter-Institutional and Innovative Activities

The foreign language activity at the college is not involved in any inter-institutional or cooperative relationships with other institutions of higher education in Virginia. Moreover, there appears to be little foreign language articulation between the institution and the secondary schools in its service region.

Recommendations

Low enrollments restrict the foreign language curriculum at Paul D. Camp Community College. Nevertheless, the institution attempts to serve the needs of students enrolled in its college-transfer programs by providing during the regular session at least the introductory-level sequence of foreign language

courses (and offering the intermediate-level sequence during the Summer term). Until such time as enrollment growth permits an expansion of the foreign language activity, the Task Force urges the institution to

- Ensure that a full sequence of lower-level courses in at least one modern foreign language is available to prospective college-transfer students.

Piedmont Virginia Community College

Piedmont Virginia Community College offered lower-level courses in French, German, and Spanish during 1982-1983 and the Fall 1983 term.

Enrollments

Foreign language enrollments at the college increased from 1,158 credit hours generated in 1978-1979 to 1,684 in 1982-1983, a rise of 45.42 percent. The 1982-1983 credit hours accounted for nearly 7 percent of the total foreign language activity in the two-year public institutions. During the Fall 1983 term, there were 186 headcount enrollments in foreign language courses.

Curriculum

The basic lower-level courses in French, German, and Spanish award four credits for three classroom contact hours and two laboratory hours. All other language courses carry three credits. The target language is used extensively in instruction, and students completing the intermediate-level sequence are expected to attain an oral proficiency level of "Intermediate-High." During the Fall 1983 term, the average introductory-level class size ranged from 18 (German) to 29 (Spanish), while intermediate-level class size averaged 22 or less.

Faculty

During the Fall 1983 term, foreign language courses were taught by 4 full-time and one adjunct faculty. Three of the full-time faculty hold the

doctorate, one is a native speaker, all have resided abroad, and two have published within the past five years. The average workload of the full-time faculty was 11.25 credit hours. The part-time faculty member, who holds the doctorate and has resided abroad, taught one three-credit course.

Institutional Support

Institutional expenditure for the foreign language discipline during 1982-1983 was $26.85 per credit hour generated, a level of support ranking fifteenth among the 20 two-year public institutions. The expenditure include $603 for faculty development, an allocation averaging approximately $150 per full-time faculty member. The institution maintains a 12-station language laboratory. Moreover, 40 micro-computers in the institution's Computer Laboratory, providing computer-assisted language instruction and review, also support the discipline.

Inter-Institutional and Innovative Activities

The foreign language faculty have established relationships with secondary schools and institutions of higher education in the area. Native speakers are invited to speak periodically to the language classes, and the institution encourages student language clubs. Language courses are occasionally offered during the evening to accommodate interested members of the community.

Recommendations

Piedmont Virginia Community College recently adopted a statement on General Education which recognizes the importance of language instruction and the study of foreign cultures. The college offers instruction in three modern languages and enrollments in the discipline are increasing. To further strengthen the foreign language activity at the college, the Task Force recommends that

- The class size in introductory-level courses be held at a level which permits effective teaching of the aural/oral skills.

Rappahannock Community College

Rappahannock Community College offered lower-level courses in French during 1982-1983. No foreign languages were offered during the Fall 1983 term.

Enrollments

Foreign language enrollments at the college declined from 220 credit hours generated in 1978-1979 to 64 in 1982-1983, a decrease of 70.91 percent. This negative trend continued into the Fall 1983 term, when no students were enrolled in language courses.

Curriculum

The lower-level language courses award four credits for three classroom contact hours and two laboratory hours. The target language is used extensively in instruction, and students completing the lower-level sequence are expected to attain an oral proficiency level of "Intermediate-High." During 1982-1983, the enrollments in the foreign language courses did not exceed 9 students.

Faculty

During 1982-1983, one introductory French course each term was taught by a part-time faculty member who has resided abroad. No faculty taught foreign language courses during the Fall 1983 term.

Institutional Support

Institutional expenditure for the foreign language discipline during 1982-1983 was $42.19 per credit hour generated. This level of support ranked ninth among the 20 two-year public institutions even though the number of credit hours generated was the second lowest in the two-year system. The expenditure included $200 for faculty development. The institution has no language laboratory, but a variety of audio-visual materials and equipment in the Learning Resources Center are available to support instruction in the discipline.

Inter-Institutional and Innovative Activities

The foreign language activity at the college is not involved in any inter-institutional or cooperative relationships with other institutions of higher education in Virginia. Nor does there appear to be any foreign language articulation between the institution and the secondary schools in its service region.

Recommendations

Rappahannock Community College did not teach any foreign language courses during the Fall 1983 term due to insufficient enrollments. During the previous year, only introductory-level French courses were taught. Nevertheless, the college continues to offer the college-transfer Associate of Arts in Liberal Arts degree program. The dearth of foreign languages in the college curriculum deprives the liberal arts general education core of an important component. Moreover, as the senior public institutions strengthen their existing foreign language requirements for the baccalaureate degree, the absence of language courses at Rappahannock will place its students at a decided disadvantage in their attempts to transfer to a senior institution. The Task Force therefore recommends that

- A full sequence of lower-level courses in at least one modern foreign language be added to the curriculum.

Southside Virginia Community College

One introductory Spanish course was taught at Southside Virginia Community College during 1982-1983. An introductory French course also was offered, but it was cancelled due to insufficient enrollments. During the Fall 1983 term, one introductory French course was taught.

Enrollments

Foreign language enrollments at the college declined from 57 credit hours

generated in 1978-1979 to 24 in 1982-1983, a decrease of 57.89 percent. During the Fall 1983 term, there were 10 headcount enrollments in foreign language courses, an increase of 2 over the previous Fall term.

Curriculum

The introductory-level language courses award four credits for three classroom contact hours and two laboratory hours. The target language is used in instruction, and students completing the introductory-level sequence are expected to attain an oral proficiency level of "Intermediate-High."

Faculty

During the Fall 1983 term, one French course was taught by a full-time faculty member who has resided abroad. Four additional courses in English were also taught by the faculty member, whose total workload was 16 credit hours.

Institutional Support

Institutional expenditure for the foreign language activity during 1982-1983 was $12.50 per credit hour generated. This level of support was second lowest among the 20 two-year public institutions, and the number of credit hours generated and the amount expended were the lowest in the public two-year system. There was no expenditure for faculty development. The institution has no language laboratory, but a variety of audio-visual materials and equipment in the Learning Resource Center are available to support instruction in the discipline.

Inter-Institutional and Innovative Activities

The foreign language activity at the college is not involved in any inter-institutional or cooperative relationships with other institutions of higher education in Virginia. Nor does there appear to be any foreign language articulation between the institution and the secondary schools in its service region. The institution provides modest support for a French club and supplies

transportation for the club's trips to attend cultural events in the region.

Recommendations

The foreign language curriculum at Southside Virginia Community College is severely restricted by low enrollments and scheduled language classes frequently fail to materialize. Nevertheless, the institution offers the college-transfer Associate of Arts and Sciences degree program. As the senior public institutions strengthen their existing foreign language requirements for the baccalaureate degree, the absence of language courses at Southside will place its students at a decided disadvantage in their attempts to transfer to a senior institution. The Task Force therefore recommends that

- A full sequence of lower-level courses in at least one modern foreign language be available to prospective college-transfer students.

Southwest Virginia Community College

Southwest Virginia Community College offered lower-level courses in Latin during 1982-1983. During the Fall 1983 term, both Latin and German were offered, the latter only at the introductory-level.

Enrollments

Foreign language enrollments at the college declined from 147 credit hours generated in 1978-1979 to 0 in 1980. From 1980 through Fall 1982, no languages were taught. Upon being reintroduced into the college's active curriculum, the foreign language discipline generated 75 credit hours during the 1982-1983 academic year. During the Fall 1983 term, there were 35 headcount enrollments in the discipline.

Curriculum

The lower-level modern language courses award four credits for three classroom contact hours and two laboratory hours. All other language courses carry three credits. The target language is used extensively in instruction in the modern language courses, and students completing the intermediate-level sequence are expected to attain an oral proficiency level of "Intermediate-High." During the Fall 1983 term, average introductory-level class size ranged from 10 (German) to 17 (Latin), and the intermediate-level Latin course enrolled 6 students.

Faculty

During the Fall 1983 term, two 3-credit Latin courses were taught by a full-time faculty member who also taught 16 credit hours of English courses. This total workload of 22 credit hours was second highest for any teacher of foreign languages in the two-year public institutions. One other language course, a four-credit German course, was taught by an adjunct.

Institutional Support

Institutional expenditure for the foreign language activity during 1982-1983 was $8.53 per credit hour generated. This level of support was lowest among the 20 two-year public institutions. There was no allocation for faculty development. The institution maintains a 22-station language laboratory that also supports reading and speech instruction.

Inter-Institutional and Innovative Activities

The foreign language activity at the college is not involved in any inter-institutional or cooperative relationships with other institutions of higher education in Virginia. Nor does there appear to be any foreign language articulation between the institution and the secondary schools in its service region.

Recommendations

Southwest Virginia Community College now provides foreign language instruction in German and Latin, but only the latter is offered through the intermediate level. While the Latin courses apparently are attractive to a large portion of the small student group interested in foreign language study, the Task Force believes that both the general liberal arts curriculum and the college-transfer program would be enhanced by the presence of a full range of courses in a modern foreign language. The Task Force therefore recommends that

- A full sequence of lower-level courses in a modern foreign language be added to the curriculum.

Thomas Nelson Community College

Thomas Nelson Community College offered lower-level courses in French and Spanish during 1982-1983 and the Fall 1983 term.

Enrollments

Foreign language enrollments at the college during the period from 1978-1979 through 1982-1983 remained stable, declining only slightly (-0.50 %) from 800 to 796 credit hours generated. During the Fall 1983 term, there were 67 headcount enrollments in foreign language courses.

Curriculum

The basic lower-level language courses four credits for three classroom contact hours and two laboratory hours. All other lower-level courses carry three credits. The target language is used extensively in instruction, and students completing the intermediate-level sequence are expected to attain an oral competency level of "Intermediate-High." During the Fall 1983 term, the average introductory class size was 22 in French and 18 in Spanish. Intermediate-level class size averaged six or less.

Faculty

During the Fall 1983 term, five foreign language courses were taught by a full-time faculty member who has resided abroad and published within the past five years. The total workload, 20 credit hours, was third highest for any teacher of foreign languages in the two-year public institutions.

Institutional Support

Institutional expenditure for the foreign language activity during 1982-1983 was $33.84 per credit hour generated, a level of support ranking twelfth among the 20 two-year public institutions. There was no allocation for faculty development. The institution maintains a newly-renovated 25-station language laboratory.

Inter-Institutional and Innovative Activities

A two-plus-two articulation agreement with Christopher Newport College enables graduates of Thomas Nelson college-transfer programs to transfer into the senior institution's foreign language program. This is one of the few instances of foreign language articulation between a two-year and a four-year public institution in Virginia. The college also has attempted to serve the community by offering language courses for various business groups. In the past, the college has offered conversational French courses at nearby Langley Air Force Base.

Recommendations

Thomas Nelson Community College provides instruction in two modern languages through the intermediate level. The availability and scheduling of specific courses is restricted somewhat by the presence of only one language teacher (who consequently carries a heavy workload). To strengthen the foreign language activity at the college, the Task Force recommends that

- Additional foreign language faculty (either full-time or part-time appointments) be hired to reduce the teaching load of the current faculty and to expand the availability of courses in the discipline.
- The institution develop articulation agreements, similar to that now operating with Christopher Newport College, to include other senior institutions in the region.

Tidewater Community College

Tidewater Community College offered lower-level courses in French, German, Hebrew, Italian, and Spanish during 1982-1983. These languages also were taught during the Fall 1983 term, but only Spanish was offered at the intermediate level.

Enrollments

Foreign language enrollments at the college declined from 2,305 credit hours generated in 1978-1979 to 1,328 in 1982-1983, a decrease of 42.39 percent. Nevertheless, the the 1982-1983 credit hours accounted for 5.47 percent of the total foreign language activity in the two-year public institutions. During the Fall 1983 term, there were 192 headcount enrollments in foreign language courses, up from the 147 enrollments the previous Fall.

Curriculum

The basic lower-level courses in French and Spanish award four credits for three classroom contact hours and two laboratory hours. All other courses in these and other languages carry three credits. The target language is used extensively in instruction in intermediate-level modern language courses, and students completing the sequence are expected to attain an oral proficiency level of "Intermediate-High." During the Fall 1983 term, the average introductory-level class size ranged from 14 (Hebrew) to 35 (French). The intermediate-level Spanish classes averaged 10 enrollments.

Faculty

During the Fall 1983 term, three foreign language courses were taught by 2 full-time and 5 part-time faculty. Both of the full-time faculty have resided abroad. Besides the 10 credit hours of foreign language courses, the full-time faculty members taught seven courses (22 credit hours) in other disciplines, and their average workload was 16.00 credit hours. All 5 of the part-time faculty have resided abroad, 2 hold the doctorate, and 3 are native speakers (one of whom holds only a bachelor's degree). The part-time faculty taught 8 of the 18 class sections during the term, and their average workload was 5.40 credit hours.

Institutional Support

Institutional expenditure for the foreign language activity during 1982-1983 was $25.28 per credit hour generated. This level of support ranked sixteenth among the 20 two-year public institutions even though the number of credit hours ranked fourth in the two-year system. An allocation of approximately $200 per full-time faculty member was included in the expenditure. The institution does not maintain any language laboratories, but there are a variety of audio-visual materials and equipment available at all campuses to support instruction in the discipline.

Inter-Institutional and Innovative Activities

The college has general transfer agreements with senior institutions in the area, but there are no inter-institutional or cooperative relationships with other local institutions that relate specifically to the foreign language discipline. Nor does there appear to be any significant foreign language articulation between the institution and the secondary schools in its service region. Language courses for local businesses have been offered on an occasional basis, but there apparently has been only modest efforts to serve the

cosmopolitan constituencies of the international trading center in which the institution is located.

Recommendations

Tidewater Community College offers an impressive variety of foreign languages, including several less-commonly taught languages. The activity is somewhat fragmented, however. Only Spanish was taught at the intermediate level during the Fall 1983 term, and the institution relies heavily on adjuncts to teach a large portion of the courses. To strengthen the foreign language activity and expand its service to the region, the Task Force recommends that

- Intermediate-level courses in additional languages be available on a continuing basis.
- The number of adjuncts teaching the major foreign languages be reduced by conversion of a portion of the part-time positions to a comparable number of full-time appointments, and the remaining part-time positions be used primarily in teaching the less-commonly taught languages.
- The institution actively seek to serve the needs of the international population and business community in the region.

Virginia Highlands Community College

Virginia Highlands Community College offered lower-level courses in French and Spanish during 1982-1983. During the Fall 1983 term, one introductory Spanish, and one intermediate French classes were taught.

Enrollments

Foreign language enrollments at the college declined from 524 credit hours generated in 1978-1979 to 252 in 1982-1983, a decrease of 51.91 percent. During the Fall 1983 term, there were 25 headcount enrollments in foreign language courses.

Curriculum

The lower-level language classes award four credits for three classroom

contact hours and two laboratory hours. Approximately 50 percent of instruction is in the target language, and students completing the intermediate-level sequence are expected to achieve an unrealistic oral proficiency level of "Advanced." During the Fall 1983 term, 18 students were enrolled in the introductory Spanish course and 7 in the intermediate French course.

Faculty

During the Fall 1983 term, two foreign language courses were taught by a full-time faculty member who is a native speaker and whose 8.00 credit hour workload was the lowest of any full-time foreign language teacher in the two-year public institutions. The faculty member, however, also taught two language courses at Mountain Empire Community College.

Institutional Support

Institutional expenditure for the foreign language activity during 1982-1983 was $80.91 per credit hour generated. This level of support ranked fourth among the 20 two-year public institutions even though the number of credit hours only ranked twelfth in the two-year system. There was no expenditure for faculty development. The institution does not maintain a language laboratory, but 35 cassette recorders and a variety of audio-visual materials are available to support instruction in the discipline.

Inter-Institutional and Innovative Activities

The foreign language activity at the college is not involved in any inter-institutional or cooperative relationships with other institutions of higher education in Virginia. Nor does there appear to be any foreign language articulation between the institution and the secondary schools in its service region.

Recommendations

Low enrollments restrict the foreign language curriculum at Virginia

Highlands Community College. Nevertheless, the institution attempts to serve the needs of students enrolled in its college-transfer programs by providing a full sequence of lower-level language courses in French and Spanish, alternating the introductory and intermediate-level courses between languages each session. Until such time as enrollment growth permits an expansion of the foreign language activity, the Task Force urges the college to

- Ensure that a full sequence of lower-level courses in at least one modern foreign language is available to prospective college-transfer students.

Virginia Western Community College

Virginia Western Community College offered lower-level courses in French, German, and Spanish during 1982-1983 and the Fall 1983 term.

Enrollments

Foreign language enrollments at the college increased from 1,236 credit hours generated in 1978-1979 to 1,266 in 1982-1983, a slight rise of 2.43 percent. The latter credit hours accounted for 5.26 percent of the total language activity in the two-year public institutions. During the Fall 1983 term, there were 148 headcount enrollments in foreign language courses.

Curriculum

The basic lower-level language courses award four credits for three classroom contact hours and two laboratory hours. All other language courses carry three credits. The target language is used extensively in instruction, and students completing the intermediate-level sequence are expected to attain an oral proficiency level of "Intermediate-High." During the Fall 1983 term, average class size at the introductory level exceeded 25 enrollments, while intermediate-level class size averaged 15 or less.

Faculty

During the Fall 1983 term, language courses were taught by two full-time faculty members. One is a native speaker, the other holds the doctorate, and both have resided abroad. The average workload of the full-time faculty was 10.00 credit hours, second lowest among the two-year public institutions. An adjunct, also a native speaker, taught two four-credit courses.

Institutional Support

Institutional expenditure for the foreign language activity during 1982-1983 was $40.88 per credit hour generated. This level of support ranked tenth among the 20 two-year public institutions even though the number of credit hours ranked fifth and the amount expended ranked fourth in the two-year system. There was no expenditure for faculty development. The institution maintains a 24-station language laboratory.

Inter-Institutional and Innovative Activities

The college, through a consortium with Hollins College and Roanoke College, sponsors an annual French and Spanish drama contest for local high schools. The institution also sponsors an active French club on campus.

Recommendations

Virginia Western Community College provides a full lower-level course sequence in three modern languages. Supplementary courses, such as German Conversation, have attracted widespread community interest. Additional interest in the foreign language activity, as well as relationships with local public schools, have been developed by participation of the college in the Roanoke Valley Educational Consortium. The Task Force commends these efforts and urges the college to

- Expand further its activities in the foreign language discipline to serve the needs and interests of the region.

Wytheville Community College

Wytheville Community College offered lower-level courses in French and Spanish during 1982-1983 and the Fall 1983 term.

Enrollments

Foreign language enrollments at the college increased from 184 credit hours generated in 1978-1979 to 372 in 1982-1983, a marked rise of 102.17 percent. During the Fall 1983 term, there were 31 headcount enrollments in foreign language courses.

Curriculum

Lower-level language courses award four credits for three classroom contact hours and two laboratory hours. Instruction is almost entirely in the target language, and students completing the intermediate-level sequence are expected to attain an unrealistic oral proficiency level of "Advanced." During the Fall 1983 term, the average class size did not exceed 11 at the introductory level nor 8 at the intermediate level.

Faculty

During the Fall 1983 term, two part-time faculty, one of whom has resided abroad, taught five foreign language courses. Their average workload, 9.50 credit hours, was the highest for part-time foreign language faculty at any institution in the two-year public system.

Institutional Support

Institutional expenditure for the foreign language activity during 1982-1983 was $29.28 per credit hour generated, a level of support ranking thirteenth among the 20 public two-year institutions. There was no expenditure for faculty development. The institution maintains a 20-station language laboratory.

Inter-Institutional and Innovative Activities

The foreign language activity at the college is not involved in any inter-institutional or cooperative relationships with other institutions of higher education in Virginia. Nor does there appear to be any foreign language articulation between the institution and the secondary schools in its service region. The college has offered occasional language courses for local businesses or citizens who intend to travel abroad.

Recommendations

Low enrollments limit the scope of the language curriculum at Wytheville Community College. Nevertheless, the institution attempts to serve the needs of students enrolled in its college-transfer programs by providing a full sequence of lower-level language courses in French and Spanish. Until such time as enrollment growth permits an expansion of the foreign language activity, the Task Force urges the college to

- Ensure that a full sequence of lower-level courses in at least one modern language is available to prospective college-transfer students.

Richard Bland College

Richard Bland College offered lower-level courses in French, German, and Spanish during 1982-1983 and the Fall 1983 term. No foreign language study is required either for admission or graduation.

Enrollments

Foreign language enrollments at the college decreased from 508 credit hours generated in 1978-1979 to 278 in 1982-1983, a decrease of 45.28 percent. During the Fall 1983 term, there were 63 headcount enrollments in foreign language courses, up from the 49 enrollments the previous Fall.

Curriculum

Introductory-level courses award four credits for five classroom contact hours. All intermediate-level courses carry three credits. Up to 50 percent of instruction in some intermediate-level courses is in the target language, and students completing the intermediate-level sequence are expected to attain a modest oral proficiency level of "Novice-High." During the Fall 1983 term, the average introductory class size ranged from 5 (German) to 13 (Spanish). The average class size at the intermediate-level did not exceed 10 enrollments.

Faculty

During the Fall 1983 term, foreign language courses were taught by two full-time faculty members. One is a native speaker, both have resided abroad, and both are tenured. The average workload of the full-time faculty was 16.50 credit hours.

Institutional Support

Institutional expenditure for the foreign language activity during 1982-1983 was $135.16 per credit hour generated. This level of support ranked third among the two-year public institutions even though the number of credit hours ranked eleventh in the two-year system. The expenditure included $71 for faculty development, an allocation of approximately $35 per full-time faculty member. The institution at one time maintained a language laboratory, but it was abandoned when language enrollments declined in the 1970's.

Inter-Institutional and Innovative Activities

The foreign language activity at the college is not involved in any inter-institutional or cooperative relationships with other institutions of higher education in Virginia (including its parent institution, the College of William and Mary). Nor does there appear to be any significant foreign language articulation between the college and local secondary schools.

Recommendations

Richard Bland College is the only two-year liberal arts institution in Virginia's public system of higher education, and consequently all its degree programs are designed to prepare students for transfer to senior institutions. Nevertheless, the college does not require foreign language study either for admission or graduation. Although lower-level courses are offered in three modern languages, enrollments are low and institutional support for the discipline is less than adequate. To strengthen the foreign language activity at the institution, and its liberal arts curriculum as well, the Task Force recommends that

- The foreign language admission and graduation requirements, recommended for four-year public institutions that offer baccalaureate degrees in the liberal arts and sciences, be imposed as soon as possible.
- The foreign language laboratory be reestablished.

APPENDIX II

THE ACTFL/ETS PROVISIONAL SPEAKING DESCRIPTIONS

NOVICE--LOW

Unable to function in the spoken language. Oral production is limited to occasional isolated words. Essentially no communicative ability.

NOVICE--MID

Able to operate only in a very limited capacity within very predictable areas of need. Vocabulary limited to that necessary to express simple elementary needs and basic courtesy formulae. Syntax is fragmented, inflections and word endings frequently omitted, confused or distorted and the majority of utterances consist of isolated words or short formulae. Utterances rarely consist of more than two or three words and are marked by frequent long pauses and repetition of an interlocutor's words. Pronunciation is frequently unintelligible and is strongly influenced by first language. Can be understood only with difficulty, even by persons such as teachers who are used to speaking with non-native speakers or in interactions where the context strongly supports the utterance.

NOVICE--HIGH

Able to satisfy immediate needs using learned utterances. Can ask questions or make statements with reasonable accuracy only where this involves short memorized utterances or formulae. There is no real autonomy of expression, although there may be some emerging signs of spontaneity and flexibility. There is a slight increase in utterance length but frequent long pauses and repetition of interlocutor's words still occur. Most utterances are telegraphic and word endings are often omitted, confused, or distorted. Vocabulary is limited to areas of immediate survival needs. Can differentiate most phonemes when produced in isolated but when they are combined in words or groups of words, errors are frequent and, even with repetition, may severely inhibit communication even with persons used to dealing with such learners. Little development in stress and intonation is evident.

INTERMEDIATE--LOW

Able to satisfy basic survival needs and minimum courtesy requirements. In areas of immediate need or on very familiar topics, can ask and answer simple questions, initiate and respond to simple statements, and maintain very simple face-to-face conversations. When asked to do so, is able to formulate some questions with limited construction and much inaccuracy. Almost every utterance contains fractured syntax and other grammatical errors. Vocabulary inadequate to express anything but the most elementary needs. Strong interference from native language occurs in articulation, stress, and intonation. Misunderstandings frequently arise from limited vocabulary and grammar and erroneous phonology but, with repetition, can generally be

understood by native speakers in regular contact with foreigners attempting to speak their language. Little precision in information conveyed owing to tentative state of grammatical development and little or no use of modifiers.

INTERMEDIATE--MID

Able to satisfy some survival needs and some limited social demands. Is able to formulate some questions when asked to do so. Vocabulary permits discussion of topics beyond basic survival needs such as personal history and leisure time activities. Some evidence of grammatical accuracy in basic constructions, for example, subject-verb agreement, noun-adjective agreement, some notion of inflection.

INTERMEDIATE--HIGH

Able to satisfy most survival needs and limited social demands. Shows some spontaneity in language production but fluency is very uneven. Can initiate and sustain a general conversation but has little understanding of the social conventions of conversation. Developing flexibility in a range of circumstances beyond immediate survival needs. Limited vocabulary range necessitates much hesitation and circumlocution. The commoner tense forms occur but errors are frequent in formation and selection. Can use most question forms. While some word order is established, errors still occur in more complex patterns. Cannot sustain coherent structures in longer utterances or unfamiliar situations. Ability to describe and give precise information is limited. Aware of basic cohesive features such as pronouns and verb inflections, but many are unreliable, especially if less immediate in reference. Extended discourse is largely a series of short, discrete utterances. Articulation is comprehensible to native speakers used to dealing with foreigners, and can combine most phonemes with reasonable comprehensibility, but still has difficulty in producing certain sounds, in certain positions, or in certain combinations, and speech will usually be labored. Still has to repeat utterances frequently to be understood by the general public. Able to produce some narration in either past or future.

ADVANCED

Able to satisfy routine social demands and limited work requirements. Can handle with confidence but not with facility most social situations including introductions and casual conversations about current events, as well as work, family, and autobiographical information; can handle limited work requirements, needing help in handling any complications or difficulties. Has a speaking vocabulary sufficient to respond simply with some circumlocutions; accent, though often quite faulty, is intelligible; can usually handle elementary constructions quire accurately but does not have thorough or confident control of the grammar.

ADVANCED PLUS

Able to satisfy most work requirements and show some ability to communicate on concrete topics relating to particular interests and special fields of competence. Generally strong in either grammar or vocabulary, but not in both. Weaknesses or unevenness in one of the foregoing or in pronunciation result in occasional miscommunication. Areas of weakness range from simple constructions such as plurals, articles, prepositions, and negatives to more complex structures such as tense usage, passive constructions, word order, and relative clauses. Normally controls general vocabulary with some groping for everyday vocabulary still evident. Often shows remarkable fluency and ease of speech, but under tension or pressure language may break down.

SUPERIOR

Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Can discuss particular interests and special fields of competence with reasonable ease. Vocabulary is broad enough that speaker rarely has to grope for a word; accent may be obviously foreign; control of grammar good; errors virtually never interfere with understanding and rarely disturb the native speaker.

APPENDIX III

SUMMARY OF MAJOR ISSUES DISCUSSED AT FOUR REGIONAL HEARINGS CONDUCTED BY THE TASK FORCE ON FOREIGN LANGUAGES

The following is a summary of the major issues discussed at the four regional meetings held by the Task Force on Foreign Languages during November 1985. These issues and concerns, voiced by representatives of public and private institutions of higher education and public school divisions, were either identified in remarks by the participants or evolved during the spirited discussions.

This summary is divided into eight sections, each listing the identified issues relating to a specific component of foreign language instruction. Many of the issues were discussed at more than one regional meeting; the first meeting at which each issue was identified is indicated in parentheses.

I. Need for the Foreign Language Discipline

At the beginning of each of the regional meetings, the participants were asked for suggestions about how the Task Force might best emphasize the importance of foreign language instruction and argue the need for support of the discipline in the higher education curriculum. Responses to this question included:

- There is a need to recognize that foreign language instruction teaches both cultural awareness and the thought processes of the target language population. (VPI)
- There is a need to emphasize the utility of foreign languages in business and industry. (VCU)
- There is a need for better communication between the foreign language and other disciplines, as this might lead to more effective usage of foreign languages in the other disciplines. At George Mason University, for example, business students can take the Paris Chamber of Commerce Examination. (GMU)

II. Preparation of Public School Teachers of Foreign Languages

The participants at the four regional meetings expressed a variety of concerns about the preparation of public school teachers of foreign languages, recognizing that this activity has a direct impact upon the quality and quantity of students who matriculate in college-level foreign language programs.

- Foreign Language teacher preparation curricula should include more courses in the discipline and fewer courses in the education discipline. (GMU)
- Double majors (and minors) should be encouraged for prospective teachers of foreign languages. (VCU)

- There is a need for foreign language teachers who are competent to teach more than one language. (GMU)

- The current teacher certification requirements make it almost impossible for the prospective teacher to double major in two foreign languages. (VPI)

- Study abroad in the country of the target language should be a certification requirement for foreign language teachers. (VCU)

III. Public School Preparation and Counselling

Several issues raised during the regional meetings addressed foreign language instruction in the public schools and the need to develop better linkages between the secondary and post-secondary levels.

- Public school foreign language instruction is important preparation for college. (VCU)

- The preparation of students in high school and community college foreign language courses is uneven and this creates difficulties for the proper placement of students' intermediate/advanced courses. (VCU)

- The colleges should define and make known to the secondary schools what their entrance requirements for foreign language competencies may be. (GMU)

- Some colleges assume that applicants have foreign language competencies and do not include in their catalogues any reference to foreign language requirements; expected proficiency levels for entering students should be clearly stated. (VCU)

- Counselors at the secondary and post-secondary levels need to be aware of the colleges' expectations for foreign language competencies of entering students. (NSU)

- When a student begins foreign language instruction determines the capability to be fluent in a language. A student who does not begin instruction in a foreign language until college won't be fluent after only lower-level course instruction. (GMU)

- Poor preparation in the secondary school defeats the purpose of college-level instruction. Those students who must begin instruction in a language after enrolling in college receive in their lower division courses the equivalent of remediation to correct secondary-level deficiencies. The colleges should concentrate on intermediate/advanced instruction rather than basic introductory courses. (NSU)

IV. College-Level Requirements and Expectations

Participants at the regional meetings expressed concerns about institutional expectations for the foreign language competencies to be acquired by students during their college experience.

- The foreign language skills required for admission to college are poorly defined. There is no standard for competency at the beginning or ending of the first year of college foreign language instruction. (GMU)

- There needs to be a clear definition of expected results of the undergraduate educational experience. This definition should state the necessary outcomes of lower division instruction and the desirable outcomes of upper division instruction. (NSU)

V. Foreign Language Curriculum in Higher Education

The discussions at the regional meetings identified various issues relating to the structure, focus, and dynamics of the foreign language curriculum in higher education.

- There is a need to recognize two publics that must be served by the foreign language curriculum: those who seek a degree in the discipline, and those who wish to attain fluency in a particular language. (NSU)

- The community colleges are seeing an increased interest in foreign languages by older persons who seek fluency but are not interested in attaining a degree in the discipline. (GMU)

- The college-level foreign language curriculum needs to focus on the acquisition of competencies. The current emphasis is on pre-testing for admission or exception from general degree requirements rather than post-testing at the end of the educational experience. (NSU)

- The colleges should issue certificates of proficiency in foreign language(s). (GMU)

- The colleges should provide tracks, beyond the lower division general education level, for upper division non-majors. (GMU)

- Too many foreign language teachers view the subject only as an academic discipline; it is also a skill. (GMU)

- The lack of upper division courses means that there is no incentive for students to enroll in lower division courses. This in turn reduces enrollments at the lower level and fails to provide a pool of students who could enroll in upper division courses if offered. (VPI)

- Shyness is a major problem for many students who have had some instruction in a foreign language. The curriculum must merge training in the foreign language with awareness of the culture, confidence in speaking the language, and knowledge of the literature. (GMU)

- New languages are difficult to place in the curriculum, and must be taught by already overloaded faculty. Start-up costs must come for existing budgets, and excessive use of adjuncts makes quality control difficult. (GMU)

- Professional accreditation standards inhibit the inclusion of foreign language requirements in the curriculum. ABET (Engineering Technologies) and AACSB (Business) don't permit foreign language courses to be included as part of the major requirements, and the courses therefore must be included in the limited number of electives in the curricula of those disciplines. (NSU)

- There is a need for more Asian language instruction and Asian culture courses. (NSU)

- The institutions should invest the necessary resources to teach languages that are not popular now, such as Arabic, Chinese, Japanese. (VCU)

VI. Study Abroad and Exchange Programs

Participants at the regional meetings emphasized the usefulness of study abroad and exchange programs and expressed concern about the problems faced in funding these activities.

- There is a need for students of both classical and modern languages to study abroad. (VCU)

- Study abroad programs need to be interinstitutional, as no one institution can afford to support them. (VPI)

- There should be a process for one-on-one exchanges with foreign institutions in order to avoid the question of tuition remission for the foreign exchange student. (VCU)

- Applicable state law and regulations should be emended to permit tuition remission for foreign exchange students. (VCU)

- Exchange programs should be supported with funds to provide tuition rebates to foreign exchange students. (NSU)

- Students who must work part-time or during the summer cannot afford to participate in study abroad programs unless there is financial aid available to support the activity. (VPI)

VII. Foreign Language Faculty

Several of the issues addressed at the regional meetings focused on concerns of the foreign language faculty.

- A major portion of the foreign language faculty should be native speakers. (GMU)

- The number of contact hours in foreign language courses, determined by the availability of foreign language faculty, is generally too low. Additional faculty positions are needed to support increased contact hours, especially for courses that stress verbal skills. (VCU)

- Large numbers of lower-division students at some institutions are taught by graduate teaching assistants. (VCU)

- Continued support should be given to foreign language departments that experience small or declining enrollments. (VCU)

- Foreign language departments that have small enrollments are often allocated only enough faculty positions to provide one instructor per language. (NSU)

- Resources should be allocated to assist foreign language faculty in acquiring new skills (e. g. computer assisted instruction techniques). (VCU)

VIII. Institutional Environment

Several aspects of the institutional environment were identified at the regional meetings as affecting foreign language instruction.

- Class contact hours and the sequence of class sessions are determined by the institutional annual schedule. The quarter system, for example, makes it impossible to offer a course on consecutive days. (VPI)

- The lack of sufficient classroom space precludes intensive scheduling of foreign language classes. (VPI)

- Quality of classroom space is important; instruction suffers when classrooms are noisy, near major thoroughfares, or have inadequate lighting or ventilation. (VPI)

- The design of the classroom affects instruction. Immovable desks and chairs preclude small-group instruction in verbal skills. (VCU)

- Many institutions lack the facilities to support language houses. (VCU)

Representation at the Regional Meetings

Those attending the four regional meetings of the Task Force on Foreign Languages included representatives of 17 public and three private institutions of higher education and three public school divisions.

Virginia Commonwealth University, November 9, 1983

Mary Washington College
Piedmont Virginia Community College
Randolph-Macon College
Richard Bland College
Virginia Commonwealth University
University of Virginia

George Mason University, November 16, 1983

George Mason University
James Madison University
Loudoun County Public Schools
Northern Virginia Community College
Shenandoah College and Conservatory of Music

Norfolk State University, November 22, 1983

Christopher Newport College
Norfolk Public Schools
Norfolk State University
Old Dominion University
Tidewater Community College

Virginia Tech, November 29, 1983

Central Virginia Community College
Danville Community College
Radford University
Roanoke College
Virginia Military Institute
Virginia Tech
Wytheville Public Schools

APPENDIX IV

DEVELOPMENTS IN THE FOREIGN LANGUAGE ACTIVITIES IN VIRGINIA'S PUBLIC INSTITUTIONS SINCE FALL 1983

The assessment of the foreign language activities in Virginia's public institutions of higher education contained in the body of this report was based on institutional self-studies submitted to the Task Force in January 1984. The self-studies described foreign language activities in the institutions as of Fall 1983, and the Task Force was well aware that conditions may have changed since that time. When a draft version of the report was sent to the institutions for comment, they were asked to provide the Task Force with a brief description of developments in the discipline since they submitted their self-studies. Although some institutions responded that there had been no significant changes in their foreign language activities since Fall 1983, other institutions provided accounts of recent changes and developments. These descriptions are presented below.

Christopher Newport College

There is an increasing use of audio-visual and computer-based materials and methods of instruction. Video-cassette programs are being used in a course on French films. Video-tapes soon will be employed to give students in all languages a change to review their own speech patterns in comparison with that of a speaker who is generally recognized as articulate. In June 1985, the department is sponsoring a forthcoming study-trip to France.

James Madison University

The Department of Foreign Languages experienced an overall growth of 12 percent between the Fall of 1983 and 1984 with the principal increases in the

French and Russian sections. Eleven classes at the elementary and intermediate levels enrolled thirty students or more. A basic course sequence in Italian was inaugurated and attracted a total of 56 students during the two semesters. Italian will be offered in the future if enrollments permit.

The university will launch semester programs in Paris in Fall 1985 and in Florence in Spring 1986. It is expected that these programs will be repeated annually.

Two new faculty members replaced retirees in 1984-1985 and, at present, nine of the eleven full-time faculty hold the doctorate.

Mary Washington College

All foreign language disciplines are expanding their activities with area high schools through a variety of activities. The annual meeting with area high school language teachers is expanding; emphasis is being placed on articulation, both of common problems and of high school-college transition. Teachers in all language disciplines visit the area high schools and have high school students visit the campus. The teachers also participate in high school language contests, preparing questions and acting as judges. The Classics faculty, in particular, has expanded its activities in this direction. Summer workshops for high school teachers and/or students of languages are being planned, including accelerated courses in Latin or Greek.

The number of visiting speakers in the area of foreign languages has increased. This year Carlos Fuentes was the College's Distinguished Visitor in Residence and Kenneth Reckford, an authority on Euripides, spoke in connection with the College's production of The Bacchae. Such speakers have attracted high school teachers and students; college students have had an opportunity to interact with people whose works they are reading.

Both the Department of Classics, Philosophy and Religion and the Department of Modern Foreign Languages have sponsored Career Days at which former majors have related their uses of their majors.

All three language houses --French, German, Spanish-- now have native speakers as resident assistants. The number of majors in German is increasing; there are nine this year. Classics faculty will be teaching Ancient History as a joint offering with the History Department; new courses in Classical Civilization are being planned. The Classics major is already an interdisciplinary major of the type cited at William and Mary.

The modern languages are working to provide experience with business-related language and, through internships, to place students in business settings. The college has become a member of the Intercollegiate Center for Classical Studies in Rome and one of the Latin majors has been nominated for study there and awarded the Simpson International Scholarship by the College's Alumni Association.

Placement of students in the proper level in introductory and intermediate courses is facilitated by scheduling. The faculty have found that a week or two in an actual class is the best way of determining proper placement. Introductory and intermediate courses in a language are scheduled in parallel tracks so that students can be moved as appropriate. The college faculty voted an extension of the course change period for these lower-level language courses. This has proved quite effective.

Old Dominion University

During 1985-1986, the Department of Foreign Languages and Literatures will have eleven full-time contract faculty of whom 63.6 percent will have the doctorate.

University of Virginia

The Department of Slavic Languages and Literatures has submitted a proposal to add one year of graduate-level Turkish to the curriculum. This two semester sequence will be taken primarily by those in the Soviet Studies track of the M. A. program, but will be open to others as well, including advanced undergraduates. The emphasis will be on reading and translation, but there will also be attention given to oral/aural skills.

In addition, the Slavic department has added a courses in techniques of translation, again primarily for those in Soviet Studies. Students spend the semester reading and translating Russian, with specific attention to style and genre.

Undergraduate students in the Department of Germanic Languages and Literatures have shown more interest than ever in Swedish and in Scandinavian culture generally. However, the department is offering fewer courses in the area because it has lost a line that was used for Scandinavian. In 1986, the department will be able to hire a full-time person again for the area due to a resignation elsewhere.

Students have shown greater interest in a German house, despite the fact that students who want to live together to allow communication in German have to rent a house on their own.

The Department of Spanish, Italian, and Portuguese is awaiting State approval of a proposal for a B. A. and an M. A. in Italian. Since that proposal was turned in, some changes have occurred in the Italian section. First, total enrollment approaches the 500 figure the department proposed to obtain and maintain from September 1986 and after. Second, the first "Italian Institute" or 9-week full-time total immersion study was a success during Summer 1984. Third, Visiting Professors Piermassimo Forni of the University of Pittsburgh and

Jeremy J. Moyle, Director of Translation Services, European Common Market, Brussels, have been engaged. Fourth, Mr. Wayne Storey, Assistant Professor of Italian, has accepted an invitation from the University of California at Berkeley as a Visiting Faculty member for 1985-1986. This loss of Mr. Storey is directly related to the delay in the decision on the B. A. and M. A. in Italian proposals.

Enrollment figures for Italian Section:

1982 Fall	158
1983 Spring	132
1983 Fall	166
1984 Spring	191
1984 Fall	240
1095 Spring	247

The expansion of the undergraduate program in Spanish based on an increase in Spanish majors has resulted in these figures:

1982-1983	40 majors
1983-1984	83 majors
1984-1985	102 majors (As of April 1, 1985)

Further, the department has established a Study Abroad Program in Valencia, Spain. Eleven students participated in Spring 1984, thirty-three in Fall 1984, and forty-four in Spring 1985. The department intends to initiate a Summer program in Valencia as well.

A Distinguished Majors Program in Spanish has been established. Lastly, a workshop for secondary Spanish teachers was created and will be held on May 11,

1985, which will allow exploration of concerns and the setting of an agenda for future action.

The Department of French Language and Literature has just finished revamping the M. A. and Ph. D. programs. It is expected that the recommended changes will be implemented soon. Also, the department has designated an M. A. for secondary and community college teachers which would be offered during the Summer session. Four graduate students enrolled in Summer 1984, and to date the department has received eight applications for Summer 1985.

On the undergraduate level, the department increased the number of sections of conversational French 241 and 242 from ten to fourteen sections per semester to meet demand.

The university has undertaken to finance the renovation of the old Barringer mansion into a French house which will be ready for occupancy by Fall 1985. There were 110 applications for the 34 spaces in the French House.

During the 1984-1985 academic year, four French majors studied in France under the Sweet Briar Program Abroad; two French majors or minors studied in France under the Hamilton Program Abroad. Another eleven students studied in France either for one semester or a Summer in academic programs approved by the university. Two graduate students in French are presently teaching in France: one in a lycee, the other at the University of Orleans as a language laboratory assistant.

Lastly, at least seven students in the department have survived the National Committee review for Fulbright Grants to France and Senegal. Five students have been informed that they are still in the running for teaching assistantships while one student remains a candidate for a full grant to France and another for a full grant to Senegal.

Virginia Commonwealth University

As of June 1984, and because of low productivity, the Bachelor of Arts in Comparative and General Literature program was terminated by the Council of Higher Education, although current students in the program will be allowed to graduate with a degree. Also, the Bachelor of Arts in French program was mentioned as being under study with the threat of cancellation.

In response to these actions, the department studied the feasibility of adopting an umbrella Bachelor of Arts in Foreign Languages program, a life-saving device implemented by numerous other senior public institutions and discussed in the Task Force report. Approval for this new program was granted in November 1984, with implementation in Fall 1985. The new degree program consists of four tracks: French, German, Spanish, and a genuine Comparative Literature track. By adopting this program, the department was able to preserve majors in French and Spanish, add a major in German, and restructure the former program in Comparative Literature into one with perhaps more integrity and viability.

The department earlier received University Curriculum Committee approval to offer two 500-level courses each in French, German and Spanish, and initial offerings have bet with a positive response.

Spanish 512 had 20 enrollees in Summer 1984; German 512 and Spanish 512 will be offered in Summer 1985. A graduate French conversation course was offered in Spring 1985 but cancelled because of low enrollment. These courses are offered in an endeavor to "test the waters" and to make some advanced foreign language courses available to secondary school teachers and others.

Compared to the 1978-1979 credit hours generated by the department, there has been a significant increase during the last two terms, almost 25 percent, which represents phenomenal growth for a college department.

Because of fiscal stringencies, the department lost a full-time tenured position in French in Fall 1983. The department now has ten full-time faculty and one half-time instructor.

In Spring 1984, and in an effort to continually review, monitor, and evaluate its academic foreign language programs, the department underwent an outside peer review. While originally the Dean both planned for and engaged three outside consultants (one from a Virginia public institution, one from a Virginia private college, and one from an out-of-state institution), only the two evaluators from Virginia were able to actually conduct the review. Generally the report was very favorable, and most of its several suggestions for improvement have been implemented.

Foreign language courses for tourists, usually five weeks, two hours per week, continued to be well-subscribed to. In French, German, Spanish, and Italian classes offered in Spring 1984, there were well over 100 citizens enrolled. These courses are once again being offered during Spring 1985.

Summer Study Abroad continues to grow with almost 100 students enrolled in programs in Perugia, Paris, Salamanca, and Klagenfurt during Summer 1984. As of Spring 1985, subscriptions for these programs are high, with the programs to Paris and Perugia at capacity.

Plans are set for the continuation of professorial exchanges with the University of Pau, France. A visiting professor of French from Pau will teach in the Virginia Commonwealth University summer program, and an exchange will take place for one academic term in Spring 1986. A longer exchange program (two terms) is difficult to put into operation because of reluctance on the French side, given the unfavorable franc exchange rate. However, during Spring 1986, the university will endeavor to implement further exchanges between departments other than French-English as well as exchanges between English and French majors

in both universities. Similar exchange programs are being looked into with Klagenfurt, Austria, and Salamanca, Spain.

Virginia Military Institute

Recent developments in the department, since submission of the self-study report in January 1984, involve a number of areas. All seven full-time faculty now hold the Ph. D. A new assistant professor of German, who is also qualified to teach lower division Spanish courses, has been hired. The department, seemingly anticipating the Task Force's only recommendation that additional languages be offered, has made firm plans to re-introduce two years of Russian beginning with the 1986-1987 academic year. Long-range plans include the introductory of one or more of the following languages: Italian, Arabic, Japanese, and Chinese. The number of majors and double majors has risen from 34 in Fall 1983 to 61 in Spring 1985.

The department received an equipment enhancement award of $50,000 in Spring 1984 and firm plans have been made to purchase a new language laboratory. This facility, which will be audio-video-interactive, will have twenty-five stations. Since the laboratory will have computer interfacing capabilities, initial plans include housing a minimum of three personal computers in three of the stations. Consequently, a number of plans currently are being developed with respect to computer-aided instruction. In view of the broad range of capabilities of this new equipment, the department intends to change the name of the facility to the Language Learning Center.

College of William and Mary

The Department of Classical Studies is using, as of 1984-1985, the University of Delaware's Latin Studies computer diskettes for the laboratory work of first-year Latin students. The college now has a relationship with the

American Academy in Rome as well as the American School of Classical Studies at Athens.

J. Sargeant Reynolds Community College

Since the time of the self-study, additional funds have been made available to faculty members for professional development. Two hundred dollars per year is made available to the permanent faculty members in foreign languages for faculty development.

John Tyler Community College

There have been no major changes in foreign language activities since the time period (1982-1983) covered in the report. There has been a slight decline in foreign language enrollment during 1984-1985, below 1982-1983 levels.

For the future, the college will reduce its complement of full-time foreign language faculty from two positions to one position, effective at the end of the 1984-1985 year. This will not decrease numbers of student served; however, the college may offer only two languages in the future, rather than the current three.

Northern Virginia Community College

Northern Virginia Community College has added two new language offerings, Chinese and Japanese. Intermediate Italian is now being offered. Intermediate Latin was offered but the class did not make that given quarter. The college is proposing intermediate Chinese and intermediate Russian. The college will happily respond to the needs of the community, if the Virginia Community College System will approve proposals for new language offerings.

Paul D. Camp Community College

Paul D. Camp Community College continues to offer introductory-level

courses in a modern foreign language. During the Fall 1984 term, two introductory French courses were offered: French 101 and French 105. In addition, the college is offering two levels of high school French: French 98-French I and French 99-French II. During the Fall 1984 term, there were 43 headcount enrollments in foreign language courses.

The college's foreign language curriculum has not changed since the self-study. However, the college is offering French 98 and French 99 to accommodate a local academy until it finds a French teacher. The high school students are expected to attain an oral proficiency level of "Novice-High." Eleven students were enrolled in French 98 and seventeen in French 99.

The faculty has not changed since the self-study report; he continues to work in other disciplines as well. The college continues to support foreign language activities. Audio-visual materials and equipment are available to help enhance the college and the academy language offerings.

There continues to be a lack of involvement in any inter-institutional or cooperative relationships with other institutions of higher education in Virginia. However, there is better foreign language articulation between the college and the local academy because of the offering of the two high school levels of French. Low enrollments of foreign language students should not restrict the offering of foreign language courses at the college. There is a revived interest in foreign languages, and the college should continue to serve the needs of college-transfer students.

Southwest Virginia Community College

Since the foreign language self-study was completed and submitted to the Task Force in December 1983, a total of 103 students have enrolled in foreign language courses at Southwest Virginia Community College. Beginning and intermediate Latin have been offered during day sessions by a full-time faculty

member, and beginning Spanish has been taught in the evening by a part-time instructor.

The college has continued to encourage language offerings over the past year but has found it necessary to offer courses primarily in response to requests and needs of the student population. Enrollment in most classes has been quite small, thus promoting instructor attention to individual students and providing more opportunities for student-to-student interaction.

Immediate plans call for offering intermediate Latin again during Summer 1985 since a number of students have requested that this course be available at that time. The Division Chairman of Humanities and Social Science is also working with the Dean and President on the possibility of advertising by late May a full-time position in modern foreign languages to be filled by September, if funds are available.

Tidewater Community College

In general, Tidewater Community College has been pleased with its foreign language program. As reported in 1983, the program's focus has always been two-pronged: first, to support the college's transfer mission in general and its A. A. degree in Liberal Arts in particular; and second, to meet the business and general community foreign language needs. In this sense, then, the program has remained basically the same. The few new recent developments have served to refine and/or extend the two-pronged focus. These developments are as follows:

Over the past two years, there has been a steady increase in the number of students enrolling in first-year foreign language courses. During Fall 1985, for example, the Virginia Beach Campus ran two sections of Introductory Spanish (with a combined enrollment of over 60) and three sections of Introductory French (with a combined enrollment of over 90). In the case of French, the third section was added after the other two sections previously scheduled were

filled. Interestingly, informal surveying suggests that the students are largely transfer-bound, traditional students.

Over the past two years, there has also been a steady increase in the number of students enrolling in second-year foreign language courses at the Virginia Beach Campus. In 1983-1984, the Virginia Beach Campus ran a second-year sequence of Spanish to completion. In 1984-1985, the campus is running the second-year sequence of French to completion.

The Virginia Beach campus plans to offer Introductory Russian in Fall 1985. This course will treat the Russian language from both linguistic and cultural perspectives. The course will be offered in direct response to community interest.

The college is also looking for ways to meet the very special foreign language needs of surrounding businesses and industries. Currently, one of the Spanish instructors is exploring possibilities in this area for Spanish.

The Virginia Beach campus is planning to offer short conversational courses geared specifically for community individuals preparing to travel abroad. Again, the campus has received numerous requests recently for such courses.

Each of the recent developments outlined above serves to enhance and refine the evolving focus of the College's foreign language program as initially reported by the college to the Task Force. Too, each fits well with the college's three-pronged mission of academic, vocational, and personal service to the community of which it is a part.

Virginia Western Community College

Two major events have taken place since Fall 1983. First, Virginia Western sponsored a performance of the Ballet Folclórico Nacional de México company, a professional folk dance and musical troupe, at the Roanoke Civic Center auditorium on March 27, 1985. The purpose of the program was to introduce high

school, junior high school, and college students in the Virginia Western service area to an outstanding foreign cultural experience. More than 2,400 persons attended the program.

Second, during Spring 1984, the Roanoke Valley Educational Consortium, of which Virginia Western is a member, expanded its spring high school foreign language festival program to include competition in skits, songs, poetry readings, and classroom quiz in French, German, Latin, and Spanish. Approximately 300 students participated in these activities. The Consortium is planning a similar event for April 22, 1985.

Wytheville Community College

The college's recent activities are quite similar to those described in the task Force report. Unfortunately, due to the loss of two part-time faculty (enrollment does not justify having full-time language teachers), the college was unable to offer Spanish during 1984-1985. The college hopes to resume offering that subject in 1985-1986.

Richard Bland College

During 1984-1985 the college has placed emphasis on service and coordination of efforts with the local high schools. In partnership with the local high schools, the college will offer German, Latin, and Spanish in the late afternoon so that these classes will be accessible to high school students whose schools do not teach these languages.

Additionally, the college has made several attempts to provide community service programs available to the high schools. One such attempt, a foreign film series during foreign language week, was particularly successful.

Richard Bland College has hosted events for high school counselors and principals with a program emphasizing foreign languages. Dr. Helen Warriner-

Burke, Associate Director for Foreign Languages with the Virginia State Department of Education, was the featured speaker.

The college has added lower-level Latin courses to its curricular program.

ACTION BY THE STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA ON RECOMMENDATIONS BY THE TASK FORCE ON FOREIGN LANGUAGES

At its meeting on June 5, 1985, the State Council of Higher Education for Virginia acted upon various recommendations made by the Task Force on Foreign Languages.

The Council endorsed the goals that:

- All baccalaureate graduates achieve competency in a foreign language at the intermediate level, through two years of college study or its equivalent.

- Institutions within Virginia's system of higher education that are selective in their admissions require, by no later than the Fall of 1988, all entering students at the freshman level to have completed at the secondary level either two years of each of two foreign languages or (preferably) three years of one foreign language. These institutions should then require further language study of all baccalaureate students.

- Institutions whose admissions criteria are not selective should encourage but not require prospective applicants to study foreign languages in secondary school. These institutions should state clearly to all applicants that they will be required to study a foreign language as undergraduates.

The Council endorsed three systemwide recommendations by the Task Force, which call upon Virginia's public institutions of higher education to:

- Explore the feasibility of establishing a center which offers a program incorporating both language instruction at the graduate level and one year of study abroad to prepare secondary school teachers of foreign language.

- Explore the feasibility of establishing one or more Centers of Excellence in Foreign Language Instruction to support the continued improvement and vitality of foreign language study in the Commonwealth.

- Incorporate a multi-cultural and international perspective in all curricula in Virginia's public institutions by modifying existing course content.

The Council endorsed the recommendations made to the Council itself; namely, that:

- A systemwide consortium be established, administered by an institution now having a significant foreign study program, to offer opportunities for foreign study to all interested students and especially to foreign language majors.

- The Council of Higher Education help the institutions to develop procedures whereby student financial aid may be applied to study in a foreign country when such study is part of the student's academic program.

- The Council of Higher Education take into consideration any temporary enrollment declines caused by the absence of students when studying abroad when monitoring foreign language program enrollments and projecting institutional enrollments.

- The Council of Higher Education help institutions to establish procedures leading to a reduction in tuition and fees charged foreign exchange students who are qualified to assume minor teaching responsibilities in the institutions' foreign language departments.

- The institutions, with the encouragement and assistance of the Council of Higher Education and the State Board of Education, develop and maintain mechanisms for communication and consultation between and among all levels of foreign language education.

- The Council of Higher Education continue its support and coordination of foreign language activities in Virginia's institutions of higher education, and appoint a qualified member of its staff with whom institutional representatives from time to time may confer.

The Council of Higher Education referred the report of the Task Force on Foreign Languages to Virginia's institutions of higher education for their consideration, and instructed the Council staff to transmit the report with an account of the Council action to the institutions, the Governor, the cognizant committees of the General Assembly, and the State Superintendent of Public Instruction.